

PONY

math

2020

2

PRIMARY
FIRST TERM



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Days of the Week

Day	يوم
Week	أسبوع
Month	شهر
Year	سنة
Yesterday	أمس
Today	اليوم
Tomorrow	غداً



Months of the Year



Calendar Math Time

Begin each lesson with Calendar Math Time. During this time, discuss with your child what day it is. Teach him/her the days of the week and the months of the year. Count how many days your child has been in school and put a circle around this number on the 120 Chart.

Every day your child goes to school, ask him/her to put 1 straw in the **Ones** pocket till this pocket has **10 straws**. Your child has to bundle them together and move the bundle to the **Tens** pocket.

120 Chart

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Add Tens

Subtract Tens

Subtract Ones

Add Ones



Chapter 1

Chapter Lessons



Lessons 1&2

Reading,
Collecting, and
Representing Data

Outcomes:

- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.

Lessons 3–5

Comparing, Representing,
and Interpreting Data –
Representing Data with
a Scale of 1

Outcomes:

- Participating in Calendar Math Activities.
- Collecting and interpreting data.
- Creating a bar graph.
- Using the symbols $>$, $=$ and $<$ to express comparisons.
- Ordering a set of numbers from the least to the greatest.
- Solving put-together and take-apart problems about bar graph data.

Lessons 6–8

Representing Data with
a Scale of 2 and 10 –
Bar Graph

Outcomes:

- Participating in Calendar Math Activities.
- Skip counting by 2s.
- Interpreting a bar graph with a scale of 2.
- Skip counting by 10s.
- Interpreting a bar graph with a scale of 10.
- Collecting data about the sums of 2 six-sided dice.
- Creating a bar graph to represent the collected data.
- Interpreting data in a bar graph.

Lessons 9&10

Pictograph – Graph
Elements

Outcomes:

- Participating in Calendar Math Activities.
- Interpreting a pictograph with a scale of 2.
- Solving put-together and take-apart problems about pictograph data.
- Creating a bar graph using data from a pictograph.
- Interpreting data in a bar graph with a scale of 2.

Lessons 1&2

Reading, Collecting, and Representing Data

قراءة، جمع وتمثيل البيانات

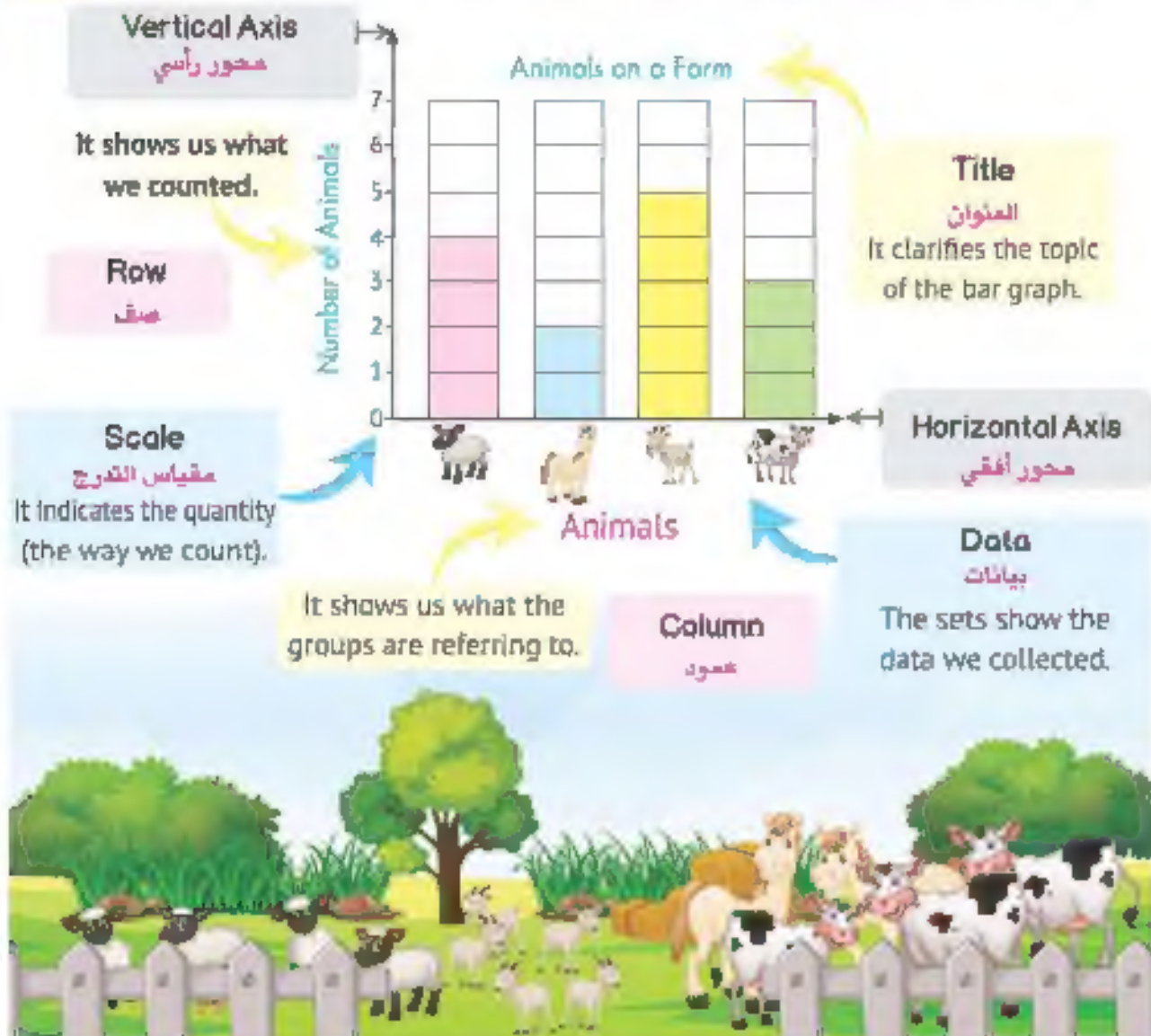
Lessons
1&2

Representing Data Using a Bar Graph

It is the conversion of data and figures into drawings to facilitate studying and analyzing the data.

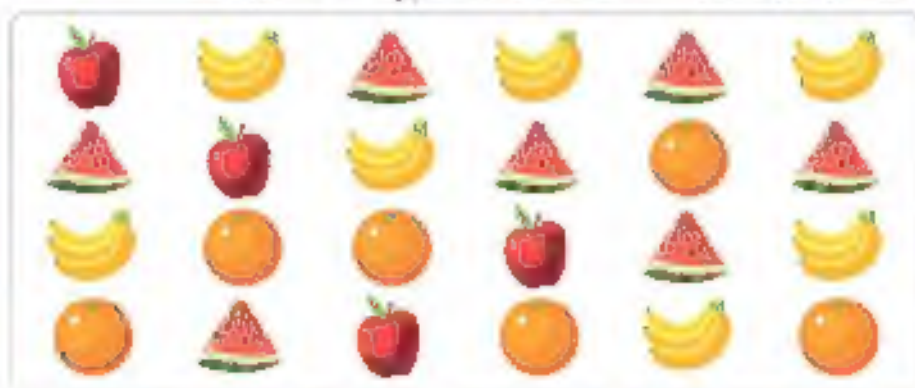
عرض البيانات باستخدام الأعمدة: هو تحويل البيانات والأشكال إلى رسومات لتسهيل الدراسة والتحليل.

Ex. The following bar graph shows the number of animals on a farm.



Activity 1

The following picture shows the sales of a fruit shop. Count each type of fruit and write the number.



1 Complete the following:

- a The number of = 6 b The number of = 4
 c The number of = 7 d The number of = 7

2 Complete the following bar graph:








3 Complete using (<, = or >):

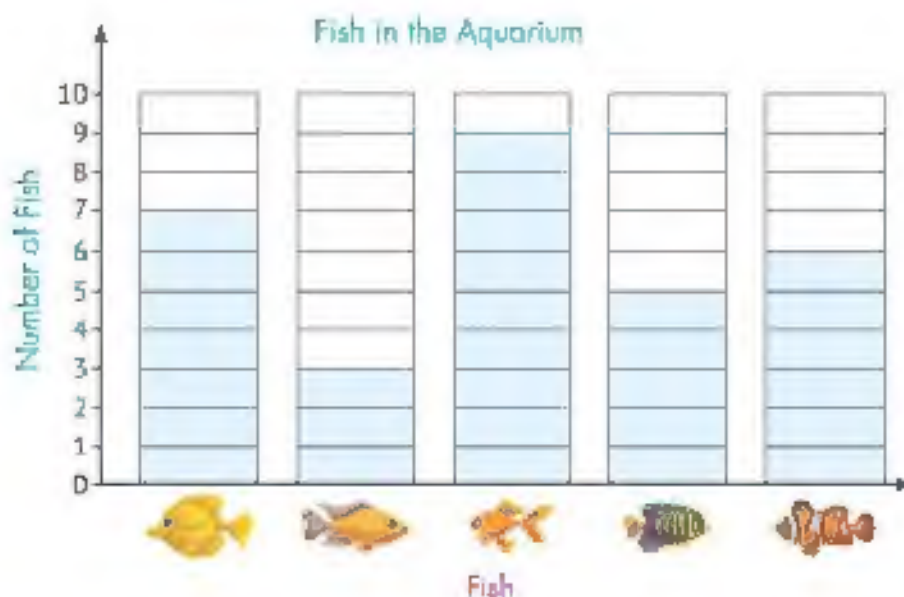
- a The number of > the number of
 b The number of < the number of
 c The number of = the number of
 d The number of > the number of

Activity 2

There are different fish in the aquarium. Count and write the numbers.

**1 Complete the following:**

- a The number of  = 7 b The number of  = 3
 c The number of  = 9 d The number of  = 6
 e The number of  = 5

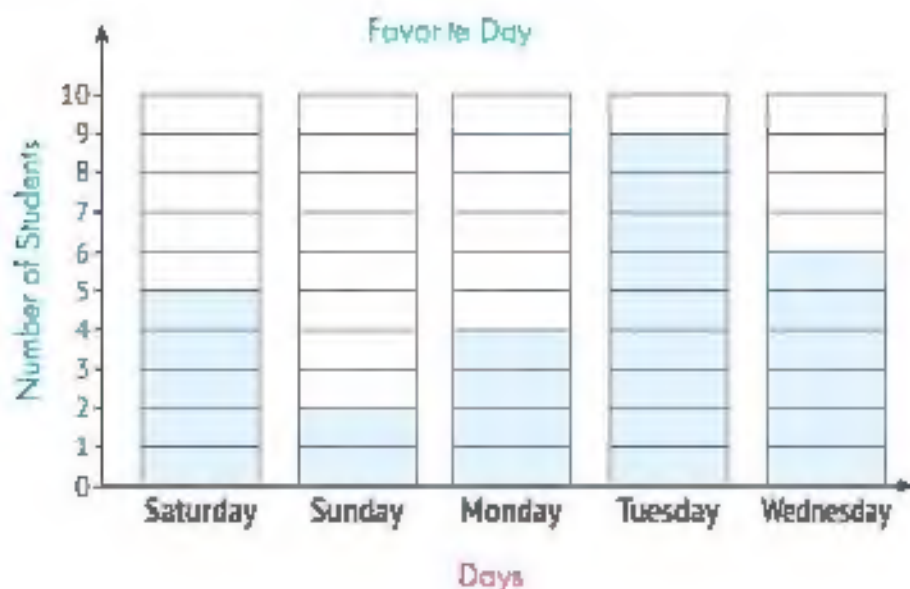
2 Complete the following bar graph:

Activity 3

The following table shows the students' favorite days. Complete the bar graph, then answer the questions.

Day	Saturday	Sunday	Monday	Tuesday	Wednesday
Number of Students	5	2	4	9	6

1 Complete the following bar graph:



2 Choose the correct answer:





- a The number of students who prefer Wednesday is 6.
(3 or 5 or **6**)
- b The least favorite day for students is Sunday.
(**Sunday** or Monday or Saturday)
- c The most favorite day for students is Tuesday.
(Wednesday or **Tuesday** or Thursday)

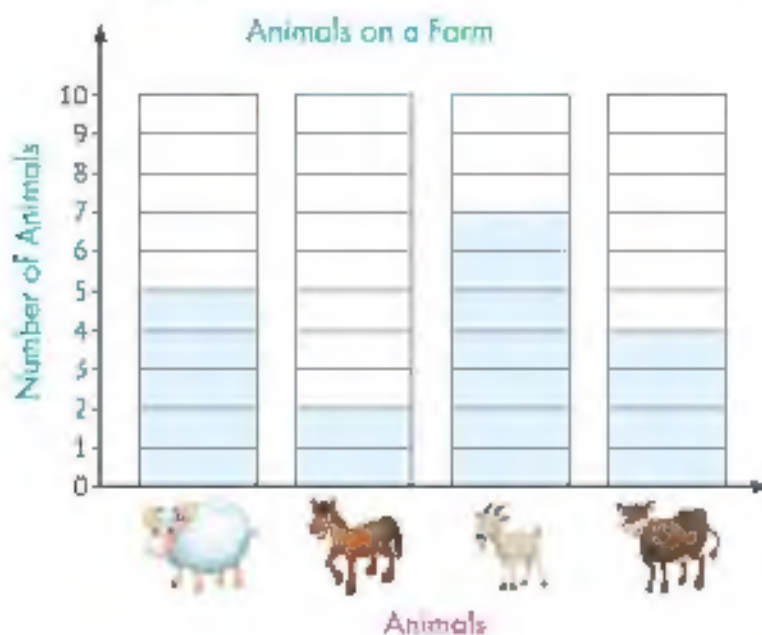


HOME ACTIVITIES

- 1 The following picture represents a group of different **animals on a farm**. Count and write the numbers, then complete the bar graph.



- a The number of  = 5 b The number of  = 4
- c The number of  = 2 d The number of  = 8




2 There are different fish in the aquarium


Count and write the numbers, then complete the bar graph.



a The number of  = 3

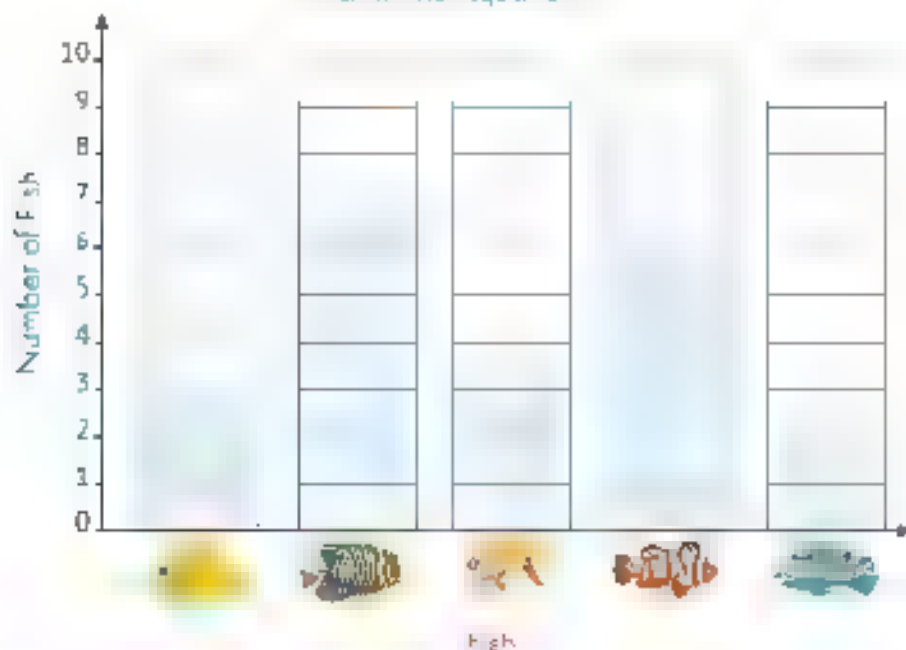
b The number of  = 6

c The number of  = 7

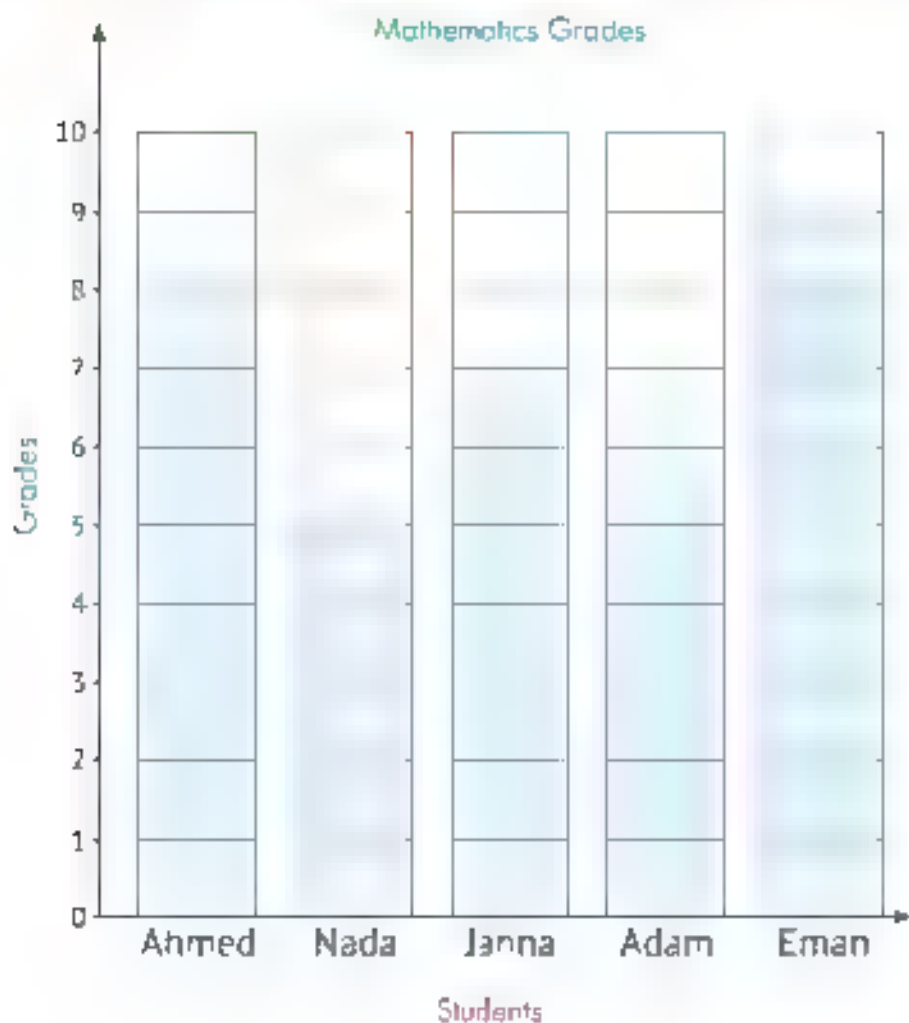
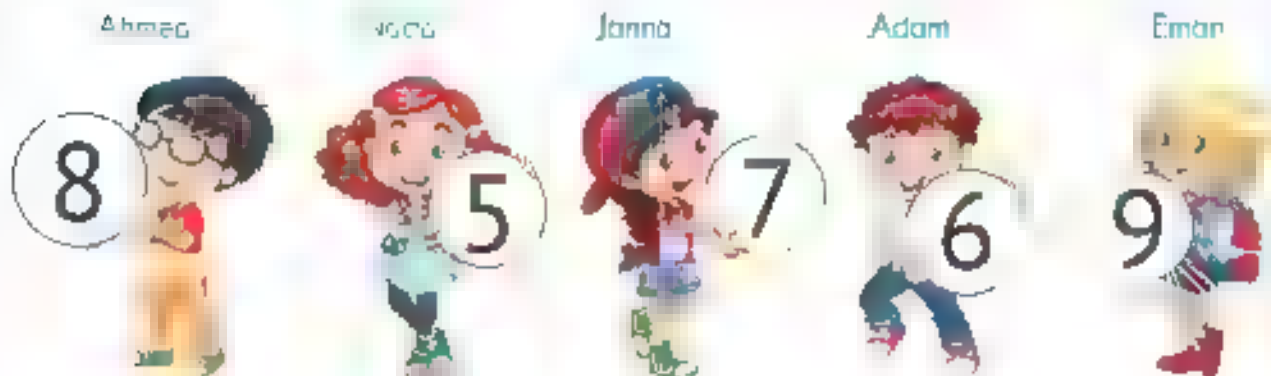
d The number of  = 2

e The number of  = 4

Fish in the Aquarium



- 3 The picture shows the **grades** of a group of **students** in mathematics. Complete the bar graph using this data:

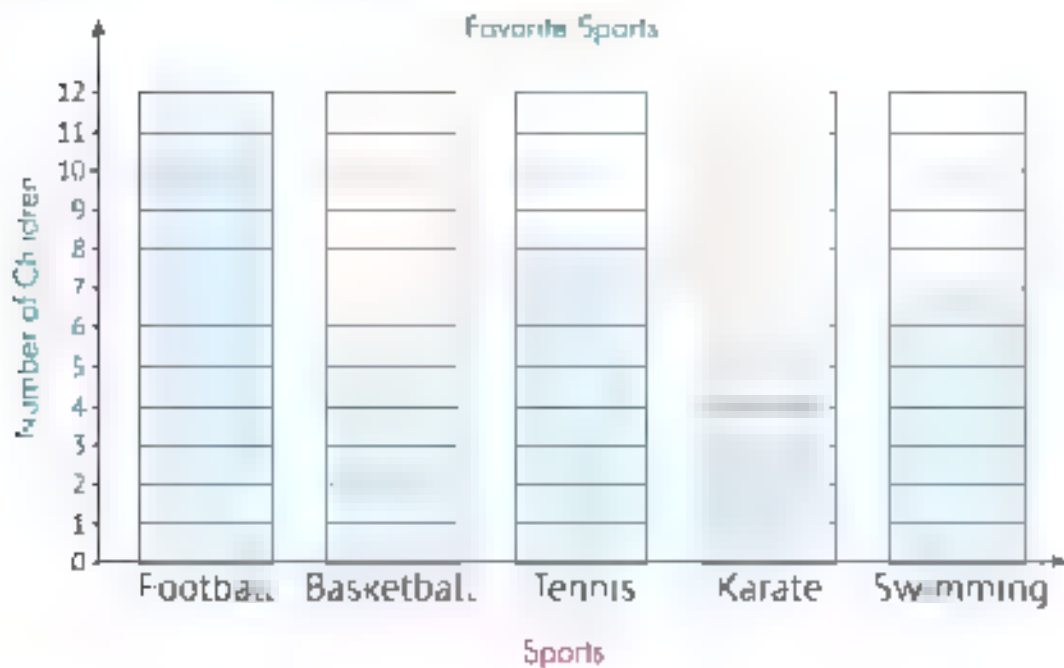




4 The following table represents the favorite sports of a number of children:

Sport	Football	Basketball	Tennis	Karate	Swimming
Number of Children	12	6	8	5	7

Complete the following bar graph.



Answer the following questions.

a How many children prefer football?

$$12$$

b What is the total number of children who prefer basketball and karate?

$$6+5=11$$

c What is the difference between the number of children who prefer tennis and those who prefer swimming?

$$8-7=1$$



Comparing, Representing, and Interpreting Data Representing Data with a Scale of 1





3-5

مقارنة وتفسير البيانات - تمثيل البيانات بمقياس 1

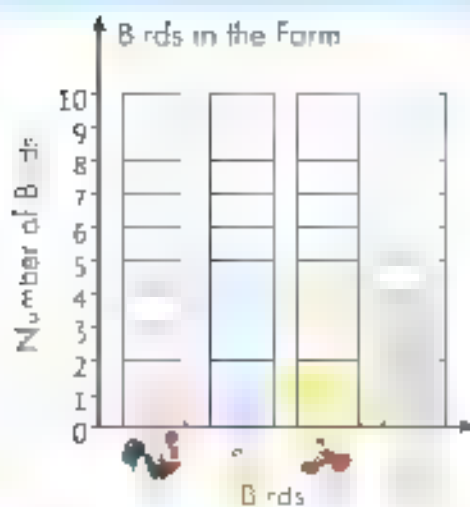
3-5

Ex. Look at the following birds in the farm bar graphs.

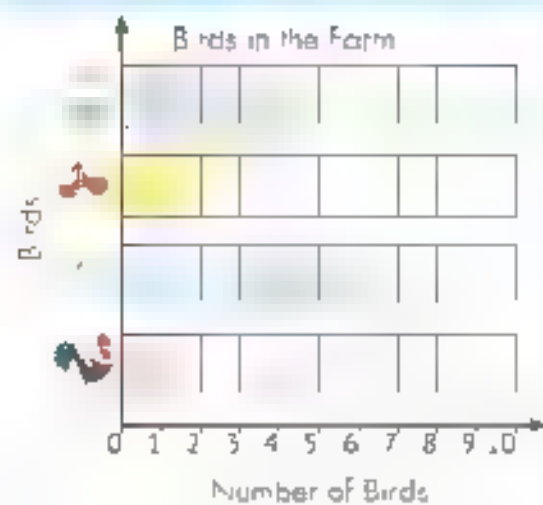


Bird	Number of Birds
	1
	6
	2
	4

Vertical Bar Graph



Horizontal Bar Graph



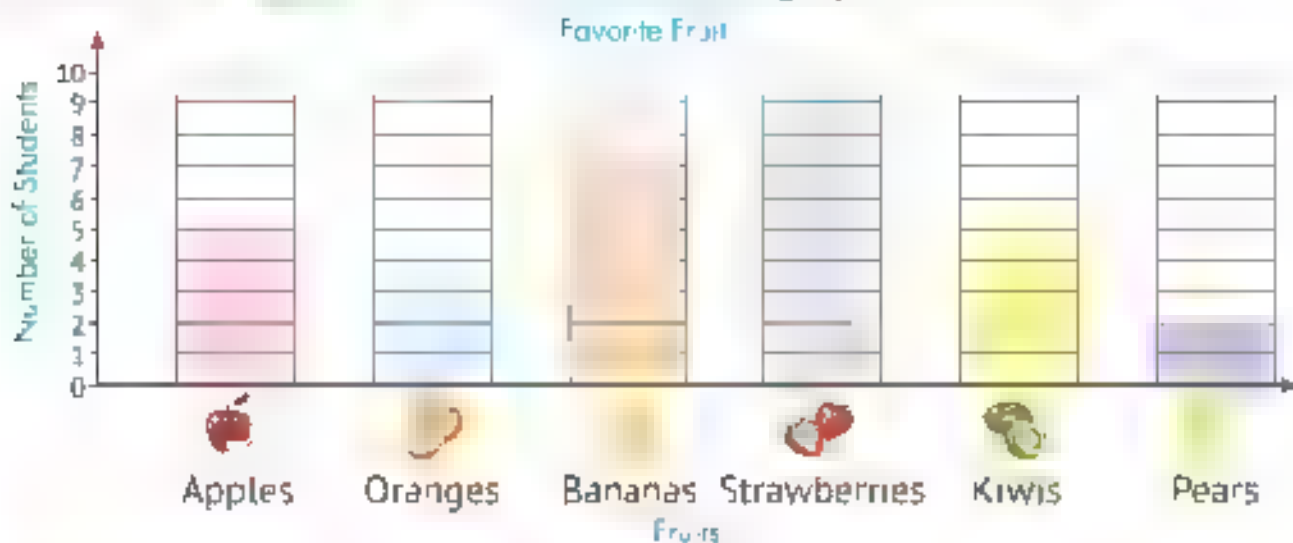
- The data can be recorded in a table to facilitate its study.
- The two bar graphs are the same.

يمكن تسجيل البيانات في الجدول لتسهيل دراستها.
التمثيل بالأعمدة الرأسية والأفقية متشابهان.

Compare	مقارنه	Most	أكثر	Greater than	أكبر من
Greatest	الأكثر	less than	أقل من	Least	الأقل

Activity

Look at the favorite fruit graph and then answer



1 Complete the following table:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	7	9	5	2

2 Use the bar graph: complete using ($<$, $=$ or $>$)

- | | | |
|-----------------------------------------------|-----|--------------------------------------------------|
| Ⓐ Number of students who liked apples | $=$ | Number of students who liked kiwis |
| Ⓑ Number of students who liked oranges | $<$ | Number of students who liked bananas |
| Ⓒ Number of students who liked pears | $<$ | Number of students who liked strawberries |

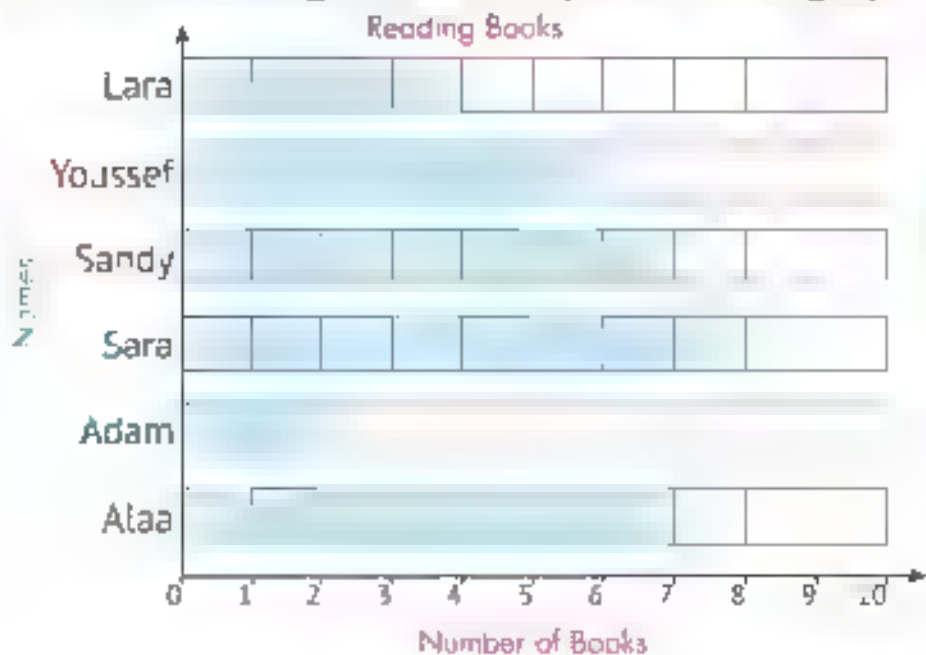
3 Answer the following questions

- Ⓐ How many students liked **oranges**? **3**
- Ⓑ How many more students liked **strawberries** than **pears**? **4** $9 - 5 = 4$
- Ⓒ How many students all together liked **kiwis**, **apples** and **oranges**? **13**
 $5 + 5 + 3 = 13$
- Ⓓ Which fruit is liked the most? **Strawberries**
- Ⓔ Which fruit is liked the least? **Pears**

Activity

Use the following table to complete the bar graph

Name	Number of Books
Alaa	7
Adam	2
Sara	8
Sandy	7
Youssef	6
Lara	4



3-5

- 1 Use the graph to order the names of students who read the books from the least to the greatest.

Adam , Lara , Youssef , Sandy , Alaa , Sara

- 2 Use the bar graph, complete using (< = or >).

- Ⓐ Number of books that Alaa read = Number of books that Sandy read
- Ⓑ Number of books that Sara read > Number of books that Lara read
- Ⓒ Number of books that Youssef read < Number of books that Sandy read

- 3 Answer the following questions:

- Ⓐ How many books did Sara read? 8
- Ⓑ How many more books did Alaa read than Lara? $7 - 4 = 3$
- Ⓒ How many books all together did Sandy, Youssef and Adam read?

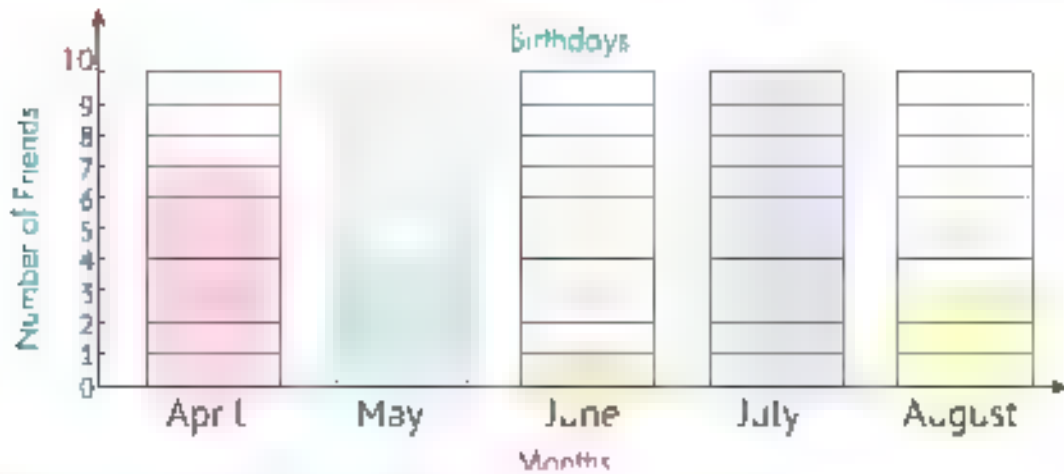
$$7 + 6 + 2 = 15$$

- Ⓓ Who read the greatest number of books? Sara
- Ⓔ Who read the least number of books? Adam

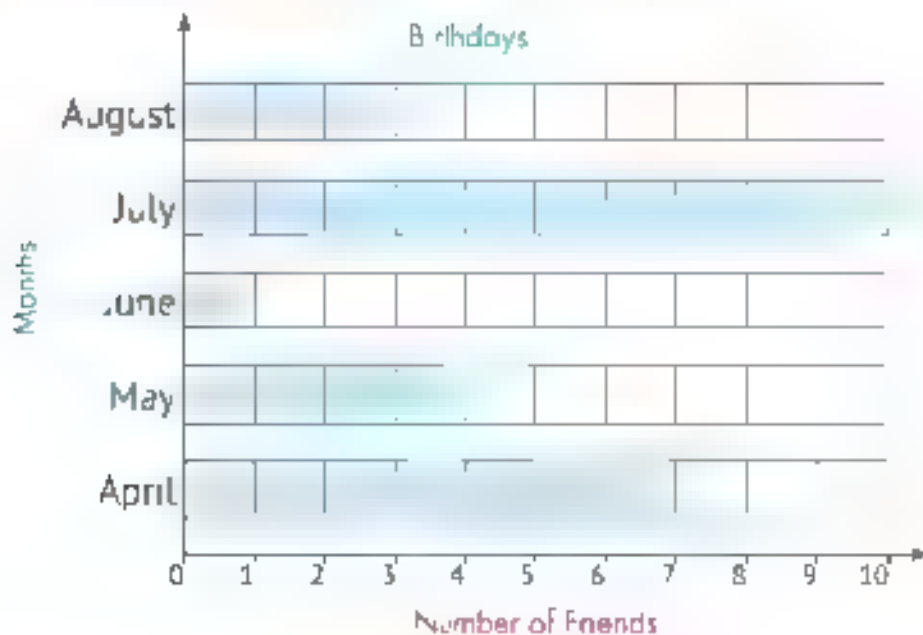


Activity

Emad collected data about the birthdays of some of his friends, and then made the following bar graph



1 Complete the following horizontal bar graph:



2 Complete the following sentences.

- Ⓐ The number of students whose birthdays are in July is **10**
- Ⓑ The month in which the **fewest** number of Emad's friends were born is **June**
- Ⓒ The difference between the number of Emad's friends born in April and those born in August is **$7 - 3 = 4$**









LEARN ACTIVITIES

1 Look at the favorite fruit graph and then answer.



First. Complete the following table:

Fruit						
	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	6	6	10	7	4

Second Use the bar graph and complete using ($<$, $=$ or $>$).

Ⓐ Number of students who
liked **apples**

Number of students who
liked **kiwis**

$>$

Ⓑ Number of students who
liked **oranges**

Number of students who
liked **bananas**

$=$

Ⓒ Number of students who
liked **pears**

Number of students who
liked **strawberries**

$<$



Third Answer the following questions

- Ⓐ How many students liked oranges? 6
- Ⓑ How many more students liked strawberries than pears?

$$10 - 4 = 6$$

- Ⓒ How many students all together liked kiwis, apples and oranges?

$$7 + 7 + 6 = 20$$

- Ⓓ How many students all together liked bananas and oranges?

$$6 + 6 = 12$$

- Ⓔ What is the difference between the number of students who liked apples and those who liked bananas? 7 - 6 = 1

- Ⓕ Which fruit is liked the most? Strawberries

- Ⓖ Which fruit is liked the least? Pears

- Ⓗ Arrange the types of fruits according to the number of students from the least to the greatest.

Pears , Orange , Bananas , Kiwis , Apples , Strawberries

2 Use the following table to complete the bar graph:



First Use the graph to order the names of students who read the books from the least to the greatest.

Youssef • Lara • Sara • Adam • Sandy • Alaa

Second Use the bar graph and complete using ($<$, $=$ or $>$):

- | | | |
|-------------------------------------|-----|---------------------------------|
| Ⓐ Number of books that Alaa read | $>$ | Number of books that Sandy read |
| Ⓑ Number of books that Sara read | $=$ | Number of books that Lara read |
| Ⓒ Number of books that Youssef read | $<$ | Number of books that Adam read |

Third Answer the following questions

Ⓐ How many books did Sara read? 4

Ⓑ How many more books did Adam read than Lara?

$$8 - 4 = 4$$

Ⓒ How many books all together did Youssef, Sara and Alaa read?

$$7 + 2 + 6 = 15$$

Ⓓ Who read the greatest number of books? Alaa

Ⓔ Who read the least number of books? Youssef

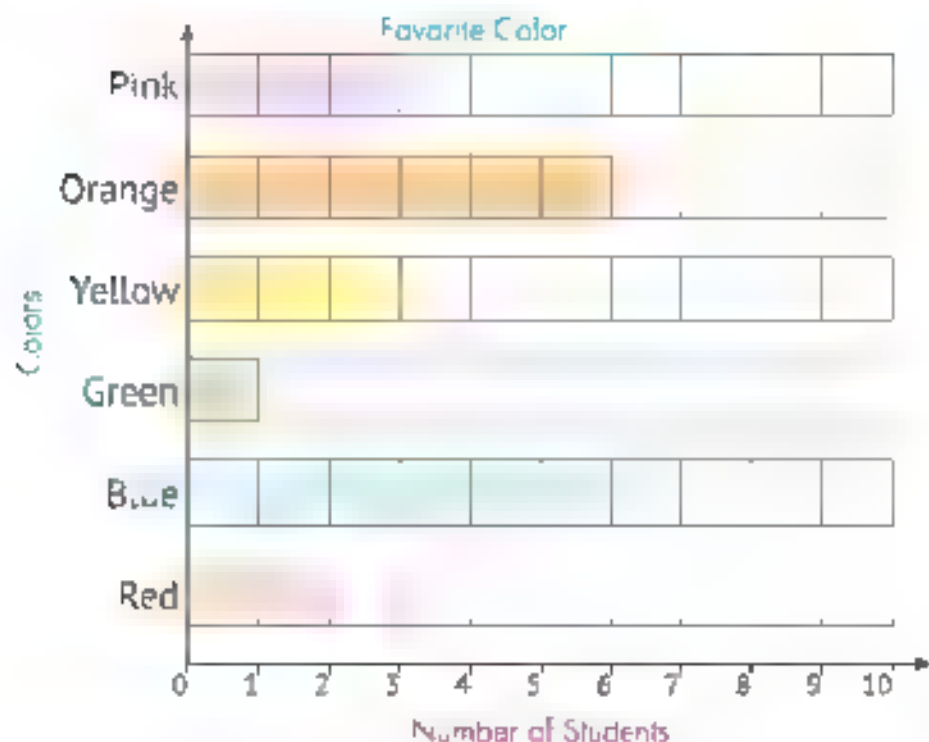
Ⓕ How many more books did Sandy read than Youssef?

$$7 - 2 = 5$$

Ⓖ How many fewer books did Sara read than Adam?

$$6 - 4 = 2$$

3 Look at the favorite color graph and then answer the questions.



Color	Number of Students
Red	2
Blue	4
Green	1
Yellow	4
Orange	6
Pink	3

First, Use the bar graph and complete using ($<$ = or $>$):

- | | | |
|---------------------------------------|-----|-------------------------------------|
| Ⓐ Number of students who liked red | $>$ | Number of students who liked green |
| Ⓑ Number of students who liked green | $<$ | Number of students who liked orange |
| Ⓒ Number of students who liked yellow | $=$ | Number of students who liked pink |
| Ⓓ Number of students who liked blue | $>$ | Number of students who liked yellow |
| Ⓔ Number of students who liked orange | $=$ | Number of students who liked blue |
| Ⓕ Number of students who liked pink | $>$ | Number of students who liked red |

Second Answer the following questions:

- Ⓐ How many students liked red the most?

2

- Ⓑ How many students liked blue the most?

6

- Ⓒ How many students liked green the most?

1

- Ⓓ How many students liked yellow the most?

3

- Ⓔ How many students liked orange the most?

6

- Ⓕ How many students liked pink the most?

3

- Ⓖ How many students liked pink and blue (pink + blue)?

$$3 + 6 = 9$$

- Ⓗ How many more students liked yellow than green (yellow – green)?

$$3 - 1 = 2$$

- Ⓘ How many students liked red and blue (red + blue)?

$$2 + 6 = 8$$

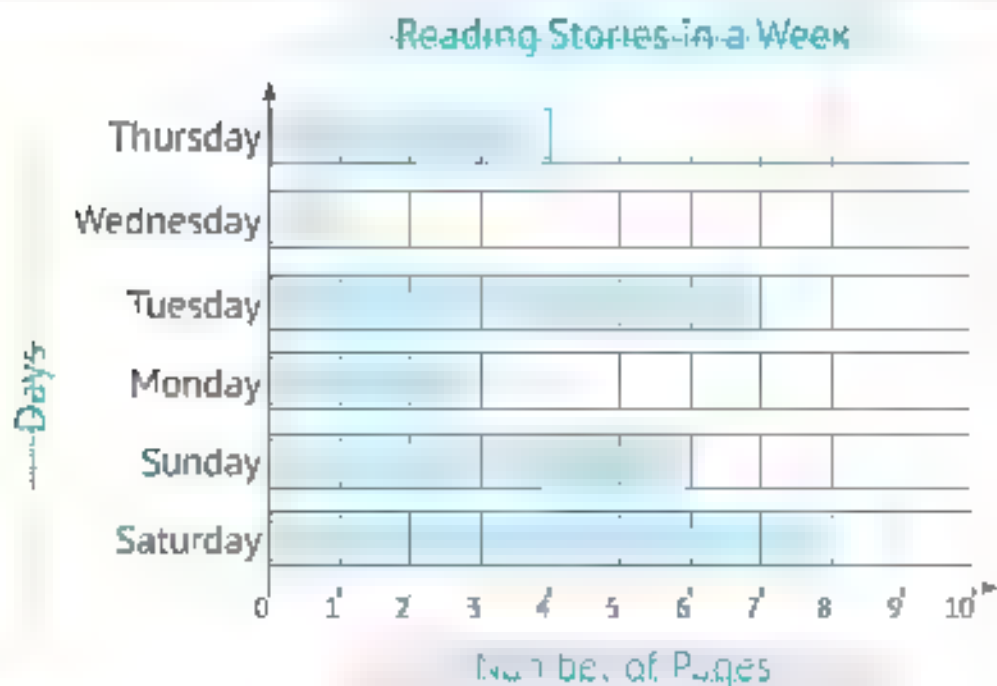
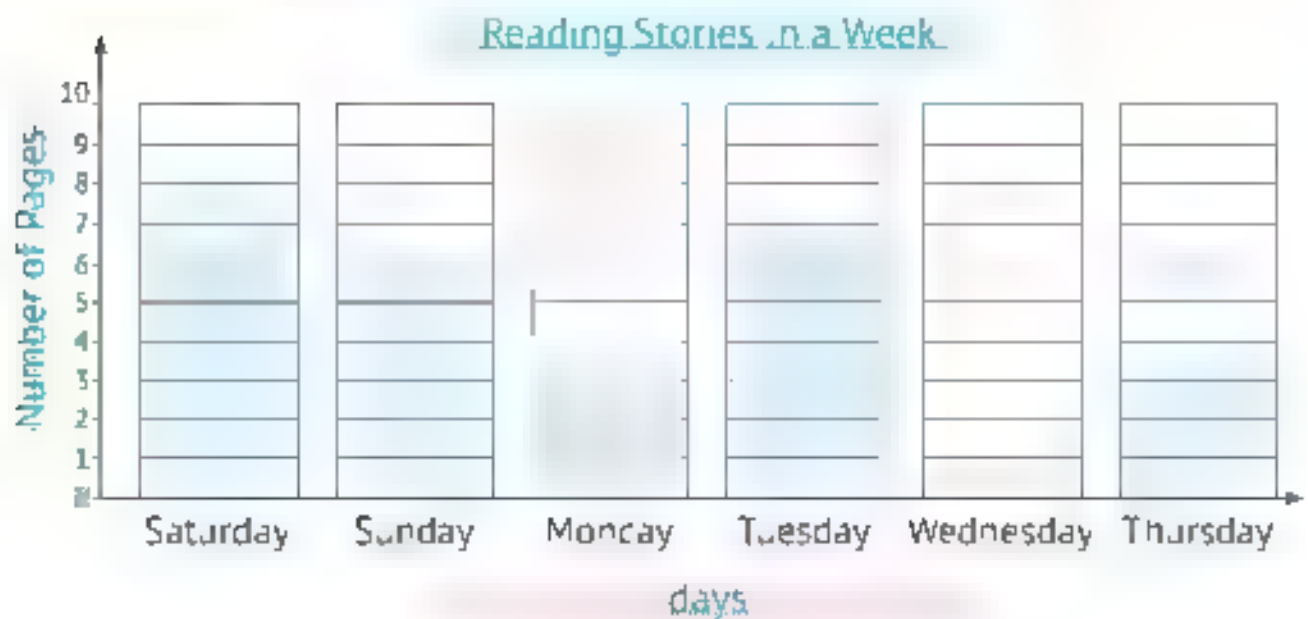
- Ⓢ How many more students liked blue than orange (blue – orange)?

$$6 - 6 = 0$$

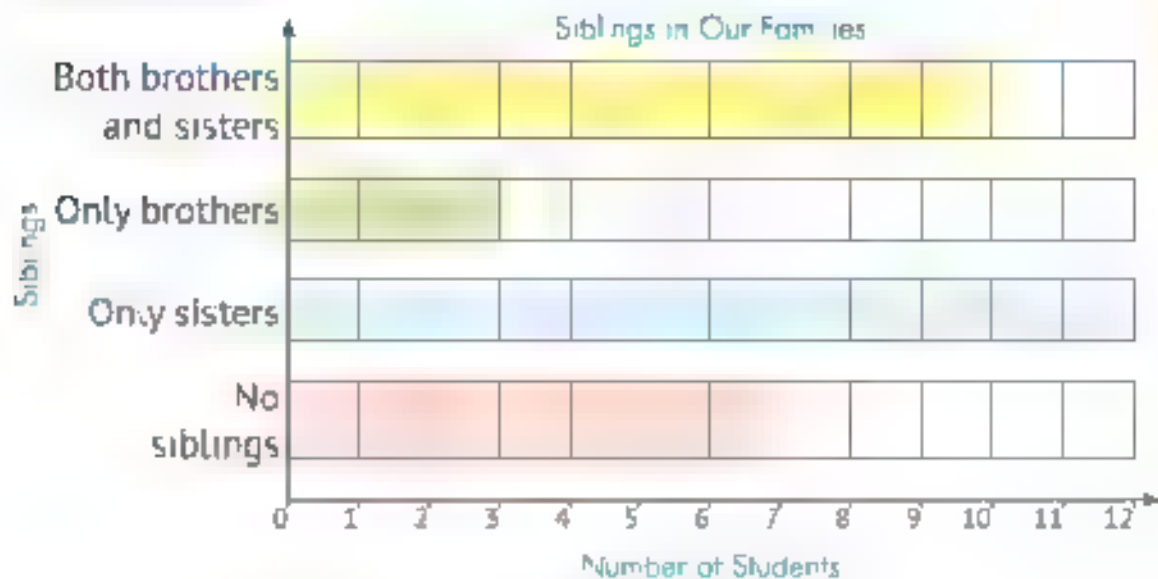


- 4 The following table shows the number of pages Mahmoud read from one of the stories during a week:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Pages	8	6	3	7	1	4



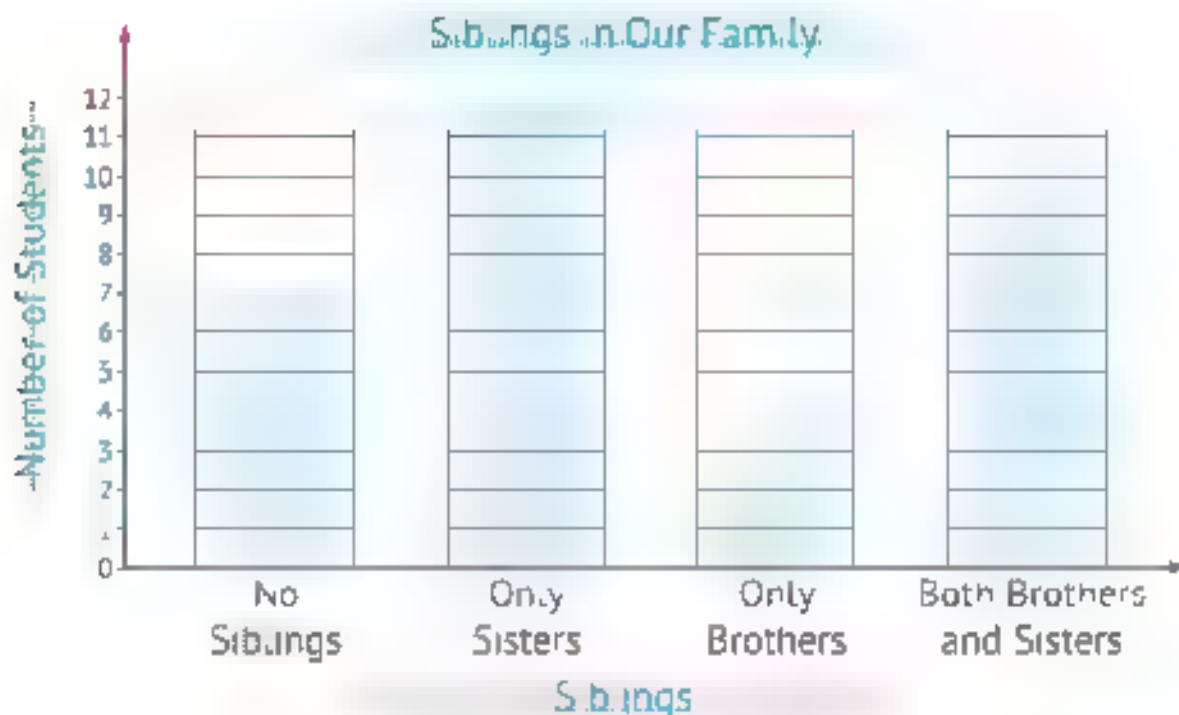
5 The following graph shows data about the siblings of a number of students:



First. Complete the following table:

Sibling	No Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	3	10

Second Complete the following vertical bar graph:



6-8

Representing Data with a Scale of 2 and 10 – Bar Graph

تمثيل البيانات بمقاس (2 و 10) - والتمثيل البياني بالأعمدة

Skip Counting by 2s

Learn

We start from 2, then jump by 2 to reach 4 and then jump again to reach 6 and so on

نبدأ من العدد 2 ثم نقفز بمقدار 2 لنصل إلى العدد 4 ثم نقفز مرة أخرى لنصل إلى العدد 6 وهكذا

Activity

Start from 2, then jump by 2. Color the numbers you stand at and write them next to the 120 Chart.

112 • 114 • 116 • 118 • 120	←	111	112	113	114	115	116	117	118	119	120
102 • 104 • 106 • 108 • 110	←	101	102	103	104	105	106	107	108	109	110
92 • 94 • 96 • 98 • 100	←	91	92	93	94	95	96	97	98	99	100
82 • 84 • 86 • 88 • 90	←	81	82	83	84	85	86	87	88	89	90
72 • 74 • 76 • 78 • 80	←	71	72	73	74	75	76	77	78	79	80
62 • 64 • 66 • 68 • 70	←	61	62	63	64	65	66	67	68	69	70
52 • 54 • 56 • 58 • 60	←	51	52	53	54	55	56	57	58	59	60
42 • 44 • 46 • 48 • 50	←	41	42	43	44	45	46	47	48	49	50
32 • 34 • 36 • 38 • 40	←	31	32	33	34	35	36	37	38	39	40
22 • 24 • 26 • 28 • 30	←	21	22	23	24	25	26	27	28	29	30
12 • 14 • 16 • 18 • 20	←	11	12	13	14	15	16	17	18	19	20
2 • 4 • 6 • 8 • 10	←	1	2	3	4	5	6	7	8	9	10

Skip counting

العدّ بالقفز

Jump

قفز

Jumps

قفزات

Skip Counting by 10s

Learn

We start from 10, then jump by 10 to reach 20 and then jump again to reach 30 and so on

العدد بالصفر بمقدار 10 ثم يقفز بمقدار 10 ليصل إلى العدد 20 ثم يقفز مرة أخرى ليصل إلى العدد 30 وهكذا

Activity

Use the following 120 Chart to skip counting by 10s. Color the numbers you stand at, and write them next to the 120 Chart.

120	←	111 112 113 114 115 116 117 118 119 120
110	←	101 102 103 104 105 106 107 108 109 110
100	←	91 92 93 94 95 96 97 98 99 100
90	←	81 82 83 84 85 86 87 88 89 90
80	←	71 72 73 74 75 76 77 78 79 80
70	←	61 62 63 64 65 66 67 68 69 70
60	←	51 52 53 54 55 56 57 58 59 60
50	←	41 42 43 44 45 46 47 48 49 50
40	←	31 32 33 34 35 36 37 38 39 40
30	←	21 22 23 24 25 26 27 28 29 30
20	←	11 12 13 14 15 16 17 18 19 20
10	←	1 2 3 4 5 6 7 8 9 10

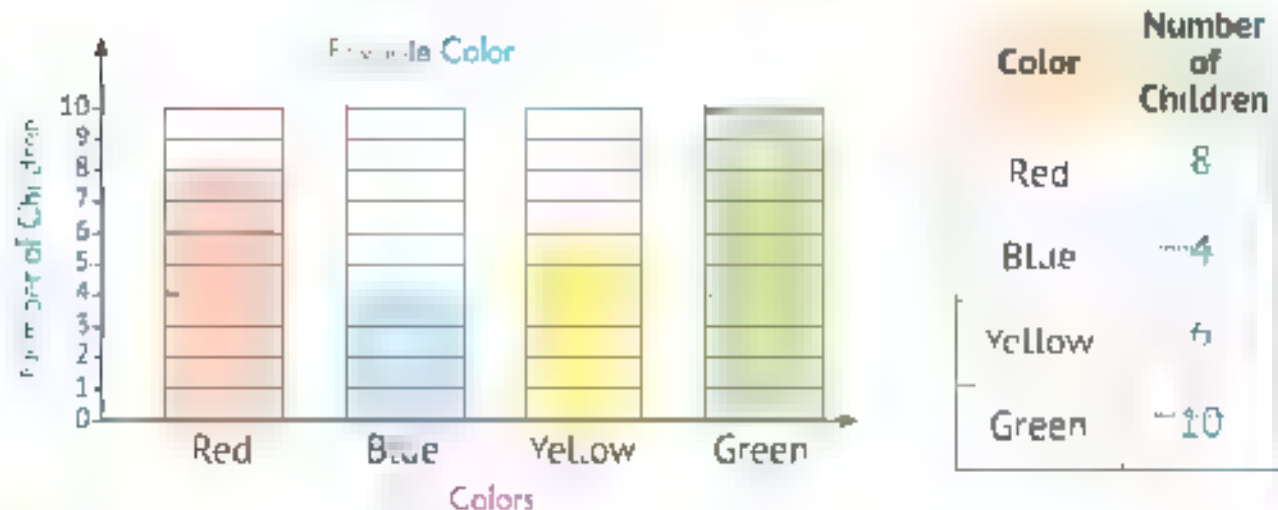
Activity

Complete in the same pattern

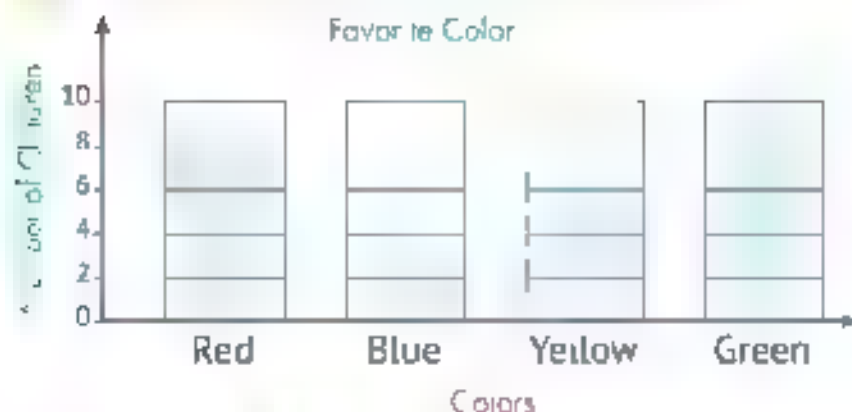
- a 8 , 10 , 12 , 14 , 16 , 18 , 20 , 22
 b 28 , 26 , 24 , 22 , 20 , 18 , 16 , 14
 c 20 , 30 , 40 , 50 , 60 , 70 , 80 , 90
 d 120 , 110 , 100 , 90 , 80 , 70 , 60 , 50

Activity

The following bar graph represents the favorite color of a number of children:



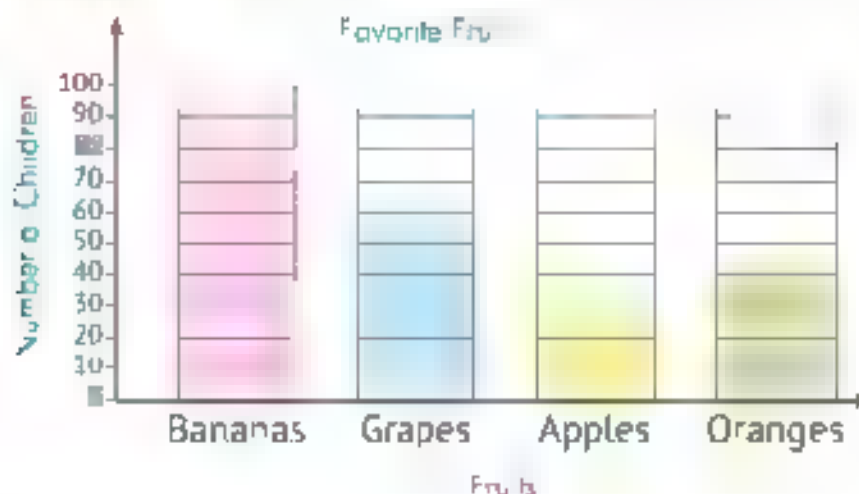
Complete the following bar graph.



- Each square in the first bar graph is equal to two squares in the second bar graph.

Activity

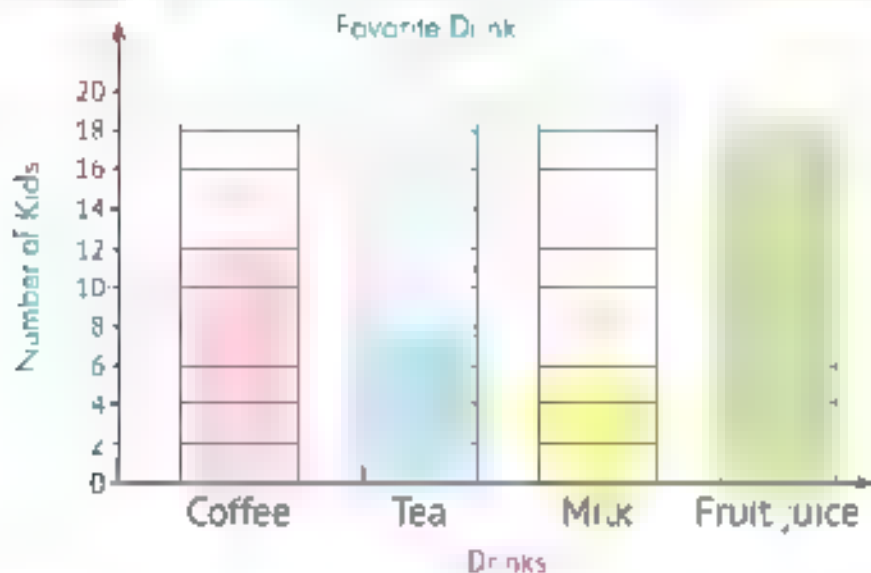
Use the bar graph to answer the following questions.



- ① How many children liked bananas the most? 90
 ② How many children liked oranges the most? 40
 ③ Which fruit is liked the most? Apples
 ④ Which fruit is liked the most? Bananas
 ⑤ How many children in all liked grapes and apples?
 $60 + 30 = 90$
 ⑥ How many more children liked bananas than oranges?
 $90 - 40 = 50$

Activity

Use the bar graph to answer the following questions



- ① How many kids liked fruit juice the most? 18
 ② How many kids liked tea the most? 8
 ③ How many kids in all liked tea and fruit juice?
 $8 + 18 = 26$
 ④ How many more kids liked coffee than milk?
 $12 - 6 = 6$
 ⑤ Which drink is liked the most? Milk
 ⑥ Which drink is liked the most? Fruit juice



HOME ACTIVITIES

1 Complete in the same pattern:

- a 0 , 2 , 4 , ... 6 ... , ... 8 ... , ... 10 ... , ... 12
- b 0 , 10 , 20 , ... 30 ... , ... 40 ... , ... 50 ... , ... 60
- c 36 , 38 , 40 , ... 42 ... , ... 44 ... , ... 46 ... , ... 48
- d 110 , 100 , 90 , ... 80 ... , ... 70 ... , ... 60 ... , ... 50
- e 96 , 94 , 92 , ... 90 ... , ... 88 ... , ... 86 ... , ... 84
- f 60 , 50 , 40 , ... 30 ... , ... 20 ... , ... 10 ... , ... 0

2 Use the bar graph to answer the following questions:

- a How many people liked basketball the most? 40

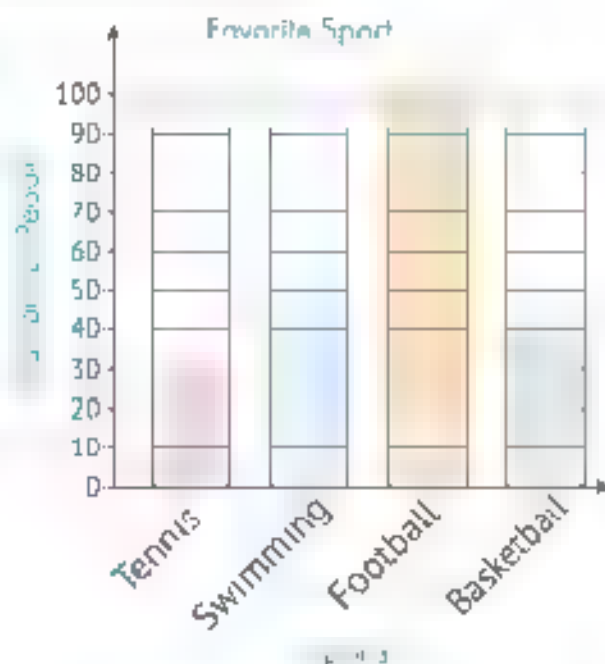
- b How many people liked swimming the most? 60

- c Which sport is liked the least? Tennis

- d Which sport is liked the most? Football

- e How many people in all liked football and swimming? $100 + 60 = 160$

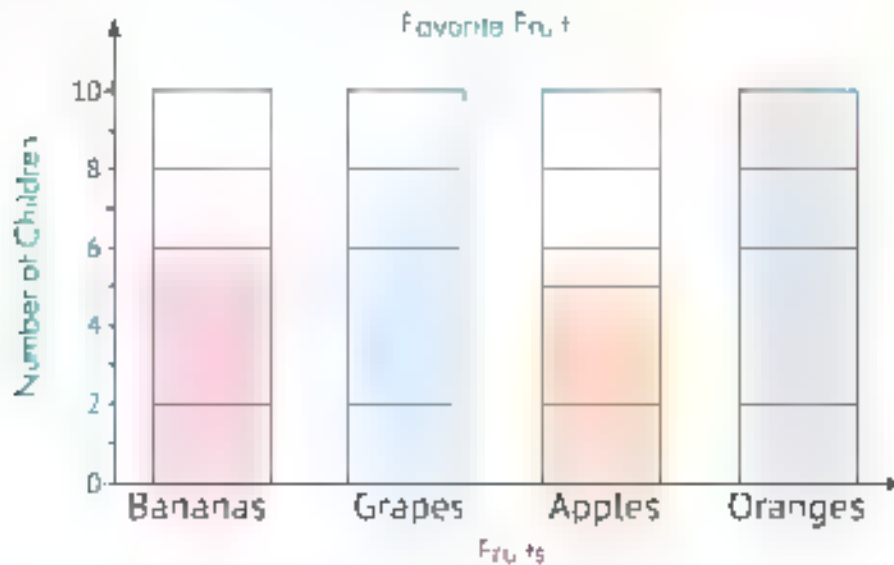
- f How many more people liked basketball than tennis? $40 - 30 = 10$



Complete the following table:

Sport	Tennis	Swimming	Football	Basketball
Number of People	30	60	100	40

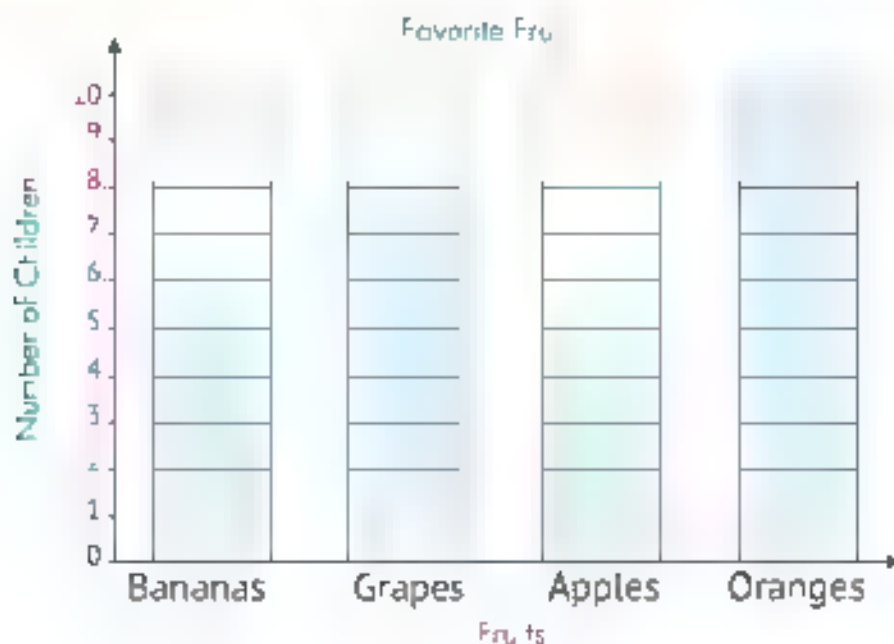
- 3 The following bar graph represents the favorite fruit of a number of children:



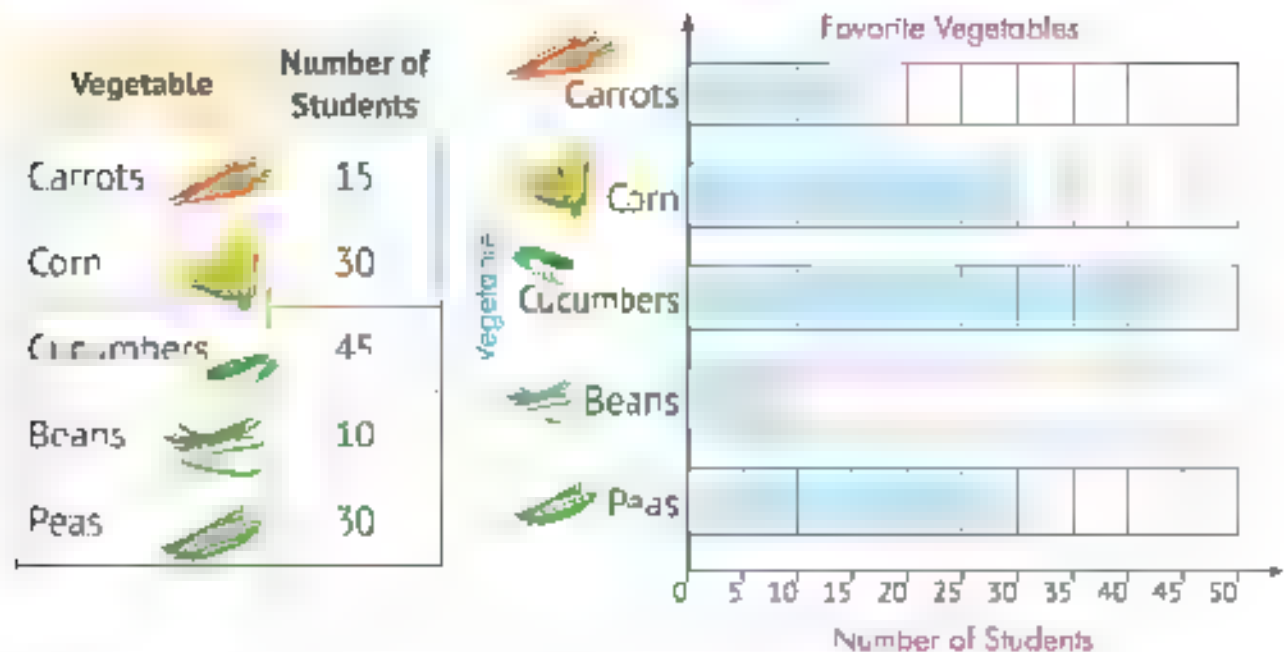
First. Complete the following table:

Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	6	8	5	10

Second Represent the previous data using the following graph.



4 Use the following table to complete the bar graph.



First. Use the bar graph and complete using ($<$, $=$ or $>$):

- Ⓐ Number of students who liked **carrots** $<$ Number of students who liked **cucumbers**
- Ⓑ Number of students who liked **beans** $<$ Number of students who liked **carrots**
- Ⓒ Number of students who liked **corn** $=$ Number of students who liked **peas**

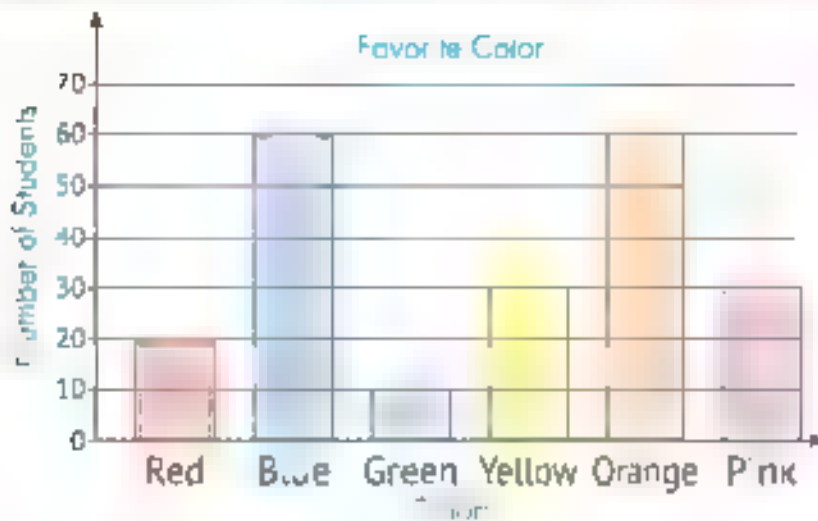
Second. Answer the following questions:

- Ⓐ How many students liked **carrots**? 15
- Ⓑ How many more students liked **corn** than **peas**? $30 - 30 = 0$
- Ⓒ How many students all together liked **carrots, beans and corn**? $15 + 10 + 30 = 55$
- Ⓓ Which vegetable is liked the **most**? Cucumbers
- Ⓔ Which vegetable is liked the **least**? Beans

Third. Use the bar graph to order the kinds of vegetables from the **greatest to the least**:

Cucumbers • Corn • Peas • Carrots • Beans

5 Look at the favorite color graph and then answer the questions.



Color	Number of Students
Red	20
Blue	60
Green	10
Yellow	30
Orange	60
Pink	30

First. Use the bar graph complete using ($<$, $=$ or $>$).

- | | | |
|---------------------------------------|-----|-------------------------------------|
| Ⓐ Number of students who liked red | $<$ | Number of students who liked green |
| Ⓑ Number of students who liked blue | $>$ | Number of students who liked yellow |
| Ⓒ Number of students who liked yellow | $=$ | Number of students who liked pink |
| Ⓓ Number of students who liked orange | $=$ | Number of students who liked blue |
| Ⓔ Number of students who liked pink | $>$ | Number of students who liked red |

Second Answer the following questions:

- | | |
|--------------------------------------------------------------------|----------------|
| Ⓐ How many students liked red the most? | 20 |
| Ⓑ How many students liked blue the most? | 60 |
| Ⓒ How many students liked yellow the most? | 30 |
| Ⓓ How many students liked orange the most? | 60 |
| Ⓔ How many students liked pink and blue (pink + blue)? | $30 + 60 = 90$ |
| Ⓕ How many more students liked yellow than green (yellow - green)? | $30 - 10 = 20$ |

$$30 - 10 = 20$$

Pictograph – Graph Elements

التمثيل البياني بالصور – عناصر التمثيل البياني

9&10



- The graphic representation in pictures is called a **pictograph**, in which the **images** are the **data**, and the **key** to the drawing tells us the **quantity** (numerical amount) represented by each image.

* التمثيل البياني بالصور هو تمثيل بياني يستخدم الصور حيث الصور هي بيانات ومفتاح الرسم يحددنا بالكمية العددية التي تمثلها كل صورة.

Ex. The following pictograph shows the **number of houses** that have been **built** in some months



= 2 houses

This means that each house represents 2 houses

هذا يعني أن كل صورة منزل تمثل عدد 2 منزل



= 1 house

This means that each house represents 1 house

هذا يعني أن كل صورة نصف منزل تمثل عدد 1 منزل

Pictograph

التمثيل بياني بالصور

Key

مفتاح

Activity

Look at the data in the pictograph and answer the questions

9&10

Favorite Pizza Toppings

Green Peppers



Cheese



Olives



Mushrooms



= 2 people



= 1 person

Complete the following table:

Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	4

- Ⓐ How many people liked cheese and green peppers?

$$14 + 11 = 25$$

- Ⓑ How many people liked cheese, green peppers and olives?

$$14 + 11 + 5 = 30$$

- Ⓒ How many more people liked cheese than green peppers?

$$14 - 11 = 3$$

- Ⓓ How many fewer people liked mushrooms than olives?

$$5 - 4 = 1$$

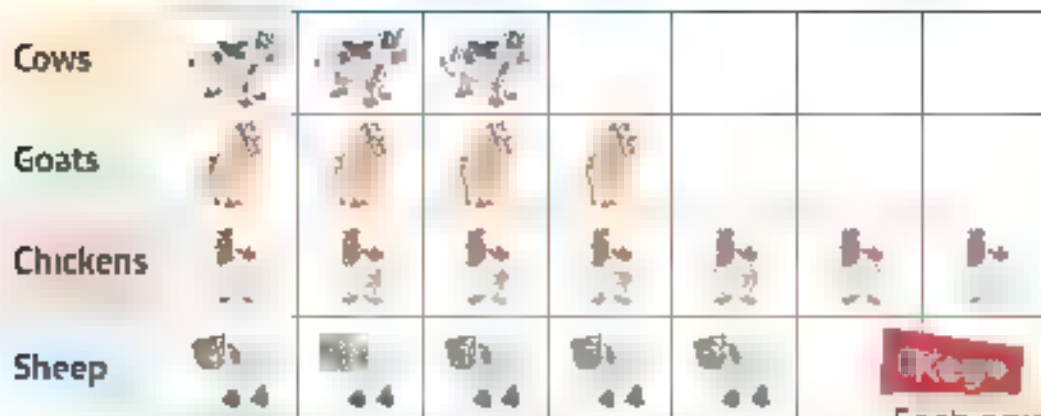
- Ⓔ What is the pizza topping that is liked the most on this graph?

Cheese

Activity

Look at the animals on a farm pictograph, then answer:

Animals on a Farm

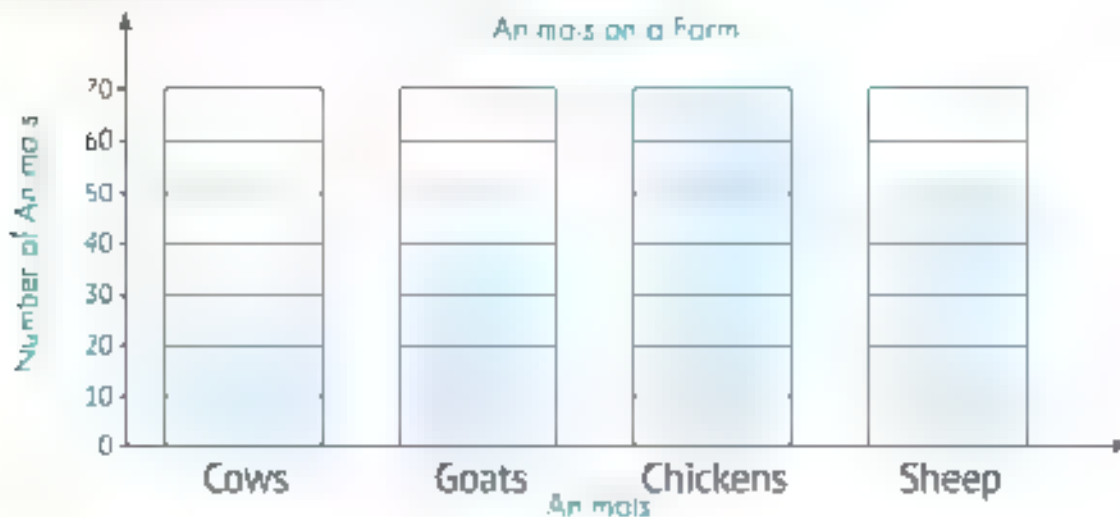


Each animal picture represents 10 animals.

1 Complete the following table:

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	30	40	70	50

2 Complete the following bar graph.



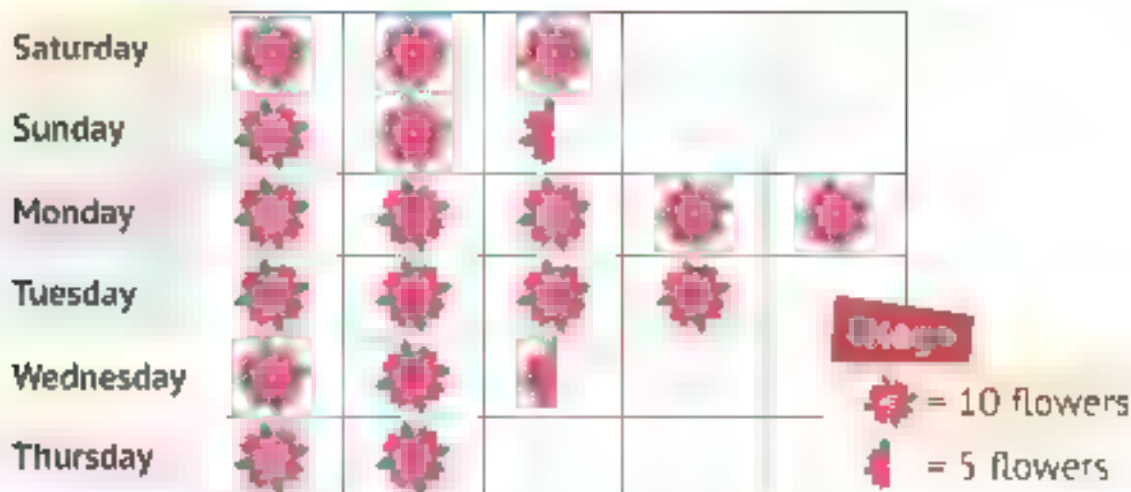
3 Answer the following questions.

- How many cows are there on the farm? 30
- How many goats and chickens are there on the farm? $40 + 70 = 110$
- What is the most type of animals found on the farm? Chickens
- What is the least type of animals found on the farm? Cows



LEARN ACTIVITIES

1 Look at the **Pick a Flower** pictograph and then answer



First Complete the following table:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	50	25	50	40	25	20

Second Use the bar graph and complete using ($<$, $=$ or $>$).

- | | | |
|------------------------------------------------|-----|----------------------------------------------|
| Ⓐ Number of flowers picked on Sunday | $<$ | Number of flowers picked on Tuesday |
| Ⓑ Number of flowers picked on Saturday | $>$ | Number of flowers picked on Sunday |
| Ⓒ Number of flowers picked on Wednesday | $<$ | Number of flowers picked on Monday |
| Ⓓ Number of flowers picked on Monday | $>$ | Number of flowers picked on Wednesday |
| Ⓔ Number of flowers picked on Tuesday | $>$ | Number of flowers picked on Saturday |
| Ⓕ Number of flowers picked on Thursday | $<$ | Number of flowers picked on Saturday |



Third Answer the following questions:

- a How many flowers were picked on Monday?

50

- b How many flowers were picked on Tuesday?

40

- c How many more flowers were picked on Saturday than Sunday?

$$30 - 25 = 5$$

- d How many more flowers were picked on Monday than Tuesday?

$$50 - 40 = 10$$

- e How many more flowers were picked on Monday than Wednesday?

$$50 - 25 = 25$$

- f How many more flowers were picked on Sunday than Thursday?

$$25 - 20 = 5$$

- g Which day had the most number of flowers picked?

Monday

- h Which day had the least number of flowers picked?

Thursday

2 Look at the following pictograph, then answer

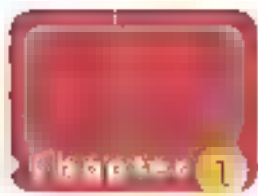


First, Complete the following table:

Name	Sara	Tamer	Nader	Adam	Sandy	Janna
Number of Cookies	11	8	16	5	11	10

Second Use the bar graph and complete using (< , = or >).

- a Number of cookies Sara ate > Number of cookies Tamer ate
- b Number of cookies Nader ate > Number of cookies Adam ate
- c Number of cookies Sandy ate > Number of cookies Janna ate
- d Number of cookies Tamer ate < Number of cookies Sandy ate
- e Number of cookies Adam ate < Number of cookies Sara ate
- f Number of cookies Sandy ate < Number of cookies Sara ate



Third Answer the following questions:

- a How many cookies did Tamer eat?

8

- b How many cookies did Janna eat?

10

- c How many more cookies did Sara eat than Adam?

$$11 - 5 = 6$$

- d How many more cookies did Samy eat than Janna?

$$11 - 10 = 1$$

- e How many cookies did Sara, Nader and Adam eat?

$$11 + 16 + 5 = 32$$

- f How many cookies did Tamer and Samy eat?

$$8 + 11 = 19$$

- g Who ate the greatest number of cookies?

Nader

- h Who ate the least number of cookies?

Adam

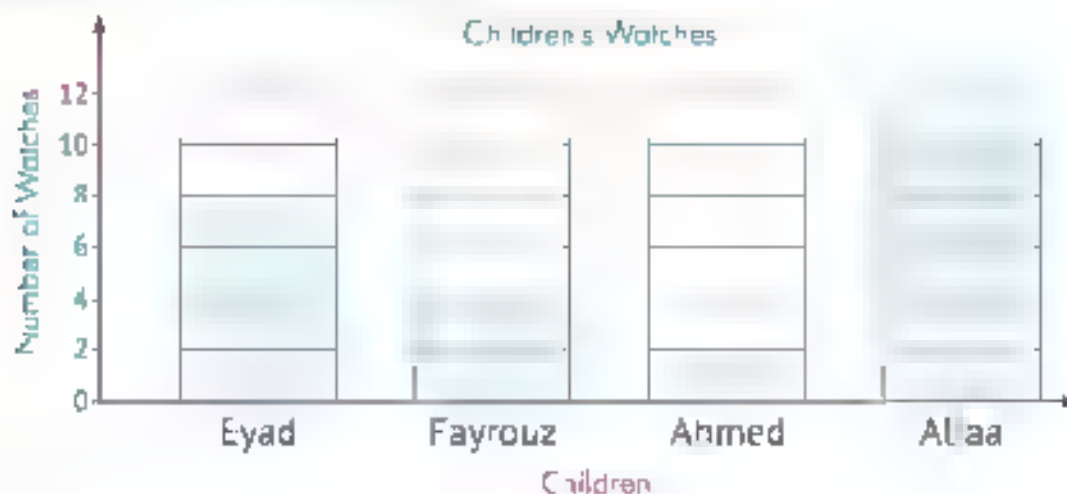
3 The following pictograph shows the number of watches that a number of children have



First Complete the following table.

Child	Eyad	Fayrouz	Ahmed	Al aa
Number of Watches	8	4	2	11

Second. Complete the following bar graph:



Third Answer the following questions.

Ⓐ How many more watches does Aliaa have than Fayrouz?

$$11 - 4 = 7$$

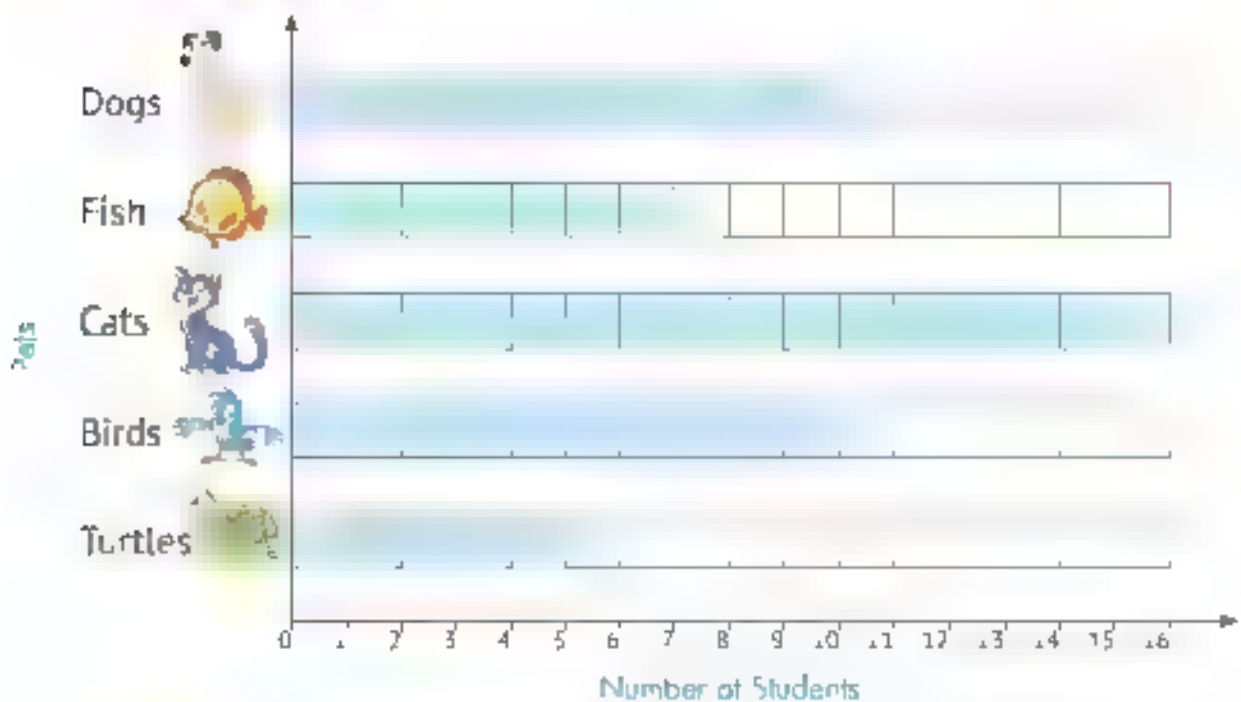
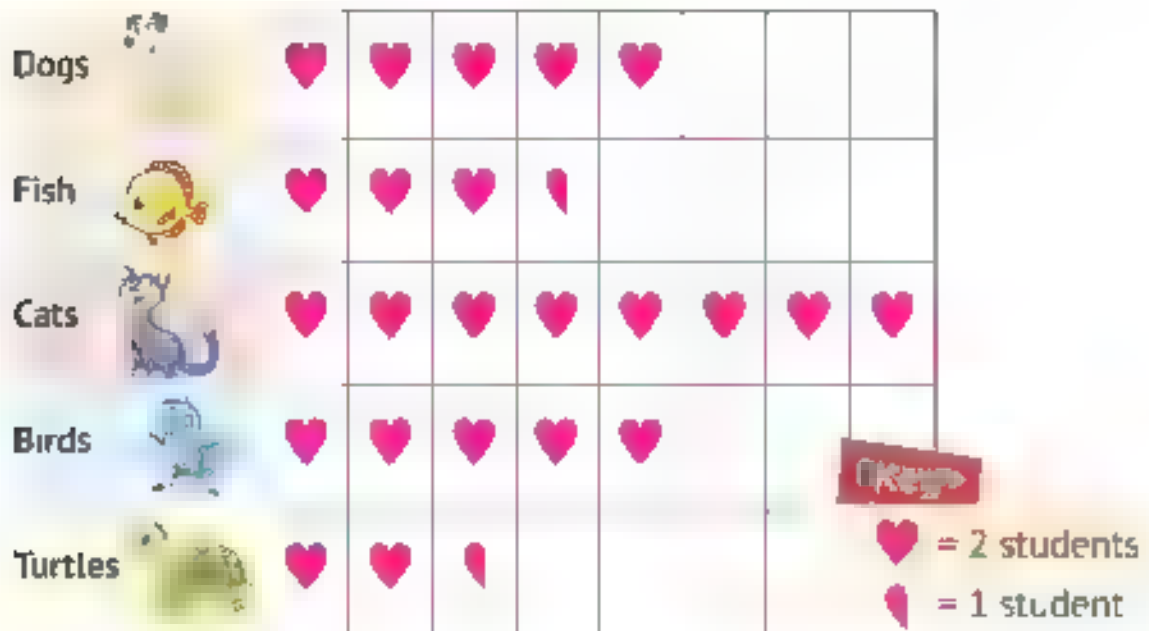
Ⓑ What is the total number of watches that Ahmed and Eyad have?

$$2 + 8 = 10$$

Ⓒ Who has the greatest number of watches?

Aliaa

4 Convert the same data from the pictograph into a bar graph, then complete the following table



Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First Use the bar graph and complete using ($<$, $=$ or $>$).

- | | | |
|---------------------------------------------|---|---------------------------------------------|
| Ⓐ Number of students who liked dogs | = | Number of students who liked birds |
| Ⓑ Number of students who liked fish | > | Number of students who liked turtles |
| Ⓒ Number of students who liked cats | > | Number of students who liked dogs |
| Ⓓ Number of students who liked birds | > | Number of students who liked fish |

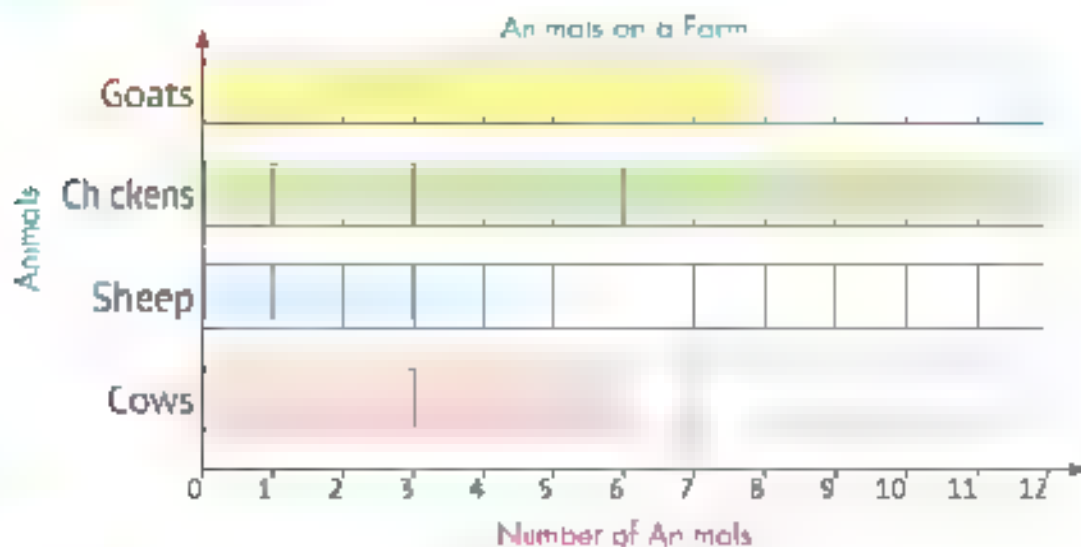
Second Answer the following questions:

- How many students liked **fish**? $5 \times 7 = 35$
- How many students liked **birds**? $2 \times 5 = 10$
- How many more students liked **cats** than **birds**? $16 - 10 = 6$
- How many more students liked **birds** than **turtles**? $10 - 5 = 5$
- How many students all together liked **dogs, fish and cats**? $13 + 35 + 16 = 64$
- How many students all together liked **cats, dogs and turtles**? $16 + 13 + 5 = 34$
- Which pet is liked the **most**? **Cats**
- Which pet is liked the **least**? **Turtles**

Assessment on Chapter 1



The following bar graph shows the number of animals on a farm:



1 Complete the following table

Animal	Cows	Sheep	Ch ckens	Goats
Number of Animals	6	4	12	8

2 Answer the following questions.

Ⓐ How many cows are there on the farm?

..... 6

Ⓑ What is the total number of goats and chickens together?

$$8 + 12 = 20$$

Ⓒ Which animal is found the most on the farm?

Ch ckens

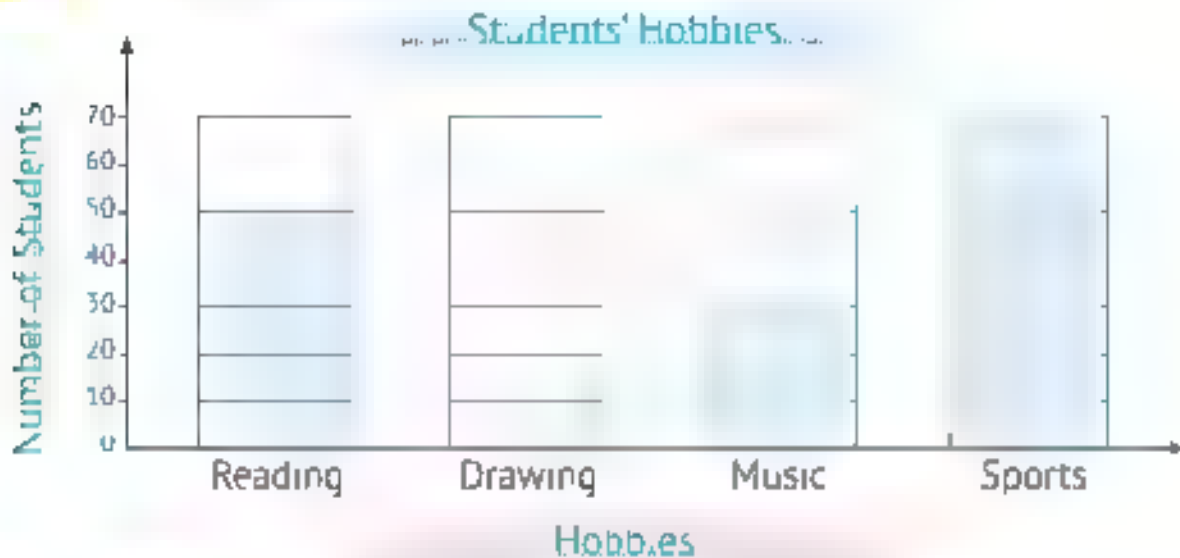
Ⓓ Which animal is found the least on the farm?

Sheep

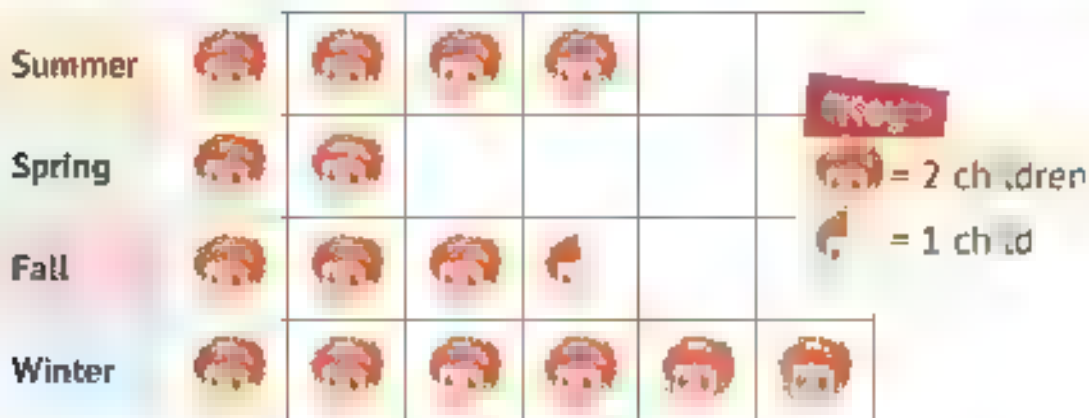
Second: The following table shows the hobbies of some students

Hobby	Reading	Drawing	Music	Sports
Number of Students	50	10	30	70

Complete the following bar graph.



Third: The following pictograph shows the favorite seasons of the year for a number of children:



Complete the following table

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12

Chapter

2



1&2

Adding Doubles – Adding and Subtracting by Counting

Outcomes

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding doubles.
- Solving addition problems.
- Applying the mental math strategy of counting on from the bigger number to add.
- Applying the mental math strategy of counting on from the smaller number to subtract.
- Solving addition and subtraction problems.

5&6

Story Problems on Adding and Subtracting

Outcomes

- Participating in Calendar Math Activities.
- Applying mental math strategies to solve addition story problems.
- Applying mental math strategies to solve subtraction story problems.

7-10

Mental Applications on Adding and Subtracting Adding Using the 120 Chart

Outcomes

- Participating in Calendar Math Activities.
- Solving addition problems to find a missing addend.
- Applying mental math strategies to solve addition problems.
- Solving subtraction problems to find a missing subtrahend.
- Applying mental math strategies to solve subtraction problems.
- Solving problems to find a missing addend or subtrahend.
- Applying mental math strategies to solve addition and subtraction problems.
- Applying mental math strategies to add 1- and 2-digit numbers.

3&4

Adding or Subtracting the Number 10 – Adding and Subtracting by Making Tens

Outcomes

- Participating in Calendar Math Activities.
- Applying the mental math strategy of adding or subtracting 10.
- Solving addition and subtraction problems.
- Applying the mental math strategy of making tens to add or subtract.

Lessons

Adding Doubles - Adding and Subtracting by Counting

الجمع بالمضاعفة - الجمع والطرح بالعد

1&2

Adding Doubles



If the number is added to itself, the result is **double** the number

الجمع بالمضاعفة: إذا أضيف العدد إلى نفسه فإن الناتج يسمى ضعف العدد.

Ex.

a



$$1 + 1 = 2$$

b



$$2 + 2 = 4$$

c



$$3 + 3 = 6$$

d



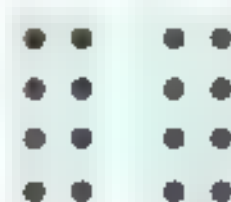
$$6 + 6 = 12$$

e



$$7 + 7 = 14$$

f



$$8 + 8 = 16$$

Activity

Find the result.

a $10 + 10 = \dots 20$

b $7 + 7 = 14$

c $8 + 8 = 16$

d $9 + 9 = \dots 18$

e $4 + 4 = 8$

f $1 + 1 = 2$

Mental math

Counting on

العد Bigger

الرياضيات بحسبة

أكبر

Doubles

Smaller

بمضاعفة

أصغر



Doubles Strategy for Addition

إستراتيجية الجمع بالمضاعفة

- ① Determine the **smallest** number
- ② Double the **smallest** number (from the **largest** number)
- ③ Add the **remainder** of the larger number to the **result**.

Ex.

Add: $(7 + 6)$

- The **smallest** number is **6**.
- The double of the **smallest** number is $6 + 6 = 12$.
- **1** remains from the **largest** number
because $(6 + 1 = 7)$
- The **result**: $7 + 6 = (1 + 6) + 6 = 1 + 12 = 13$

$$\begin{array}{r}
 7 + 6 \\
 \swarrow \searrow \\
 = (1 + 6) + 6 \\
 = 1 + 12 = 13
 \end{array}$$

Ex.

Add: $(10 + 11)$

$$\begin{aligned}
 10 + 11 &= 10 + (10 + 1) \\
 &= 20 + 1 = 21
 \end{aligned}$$

Activity

Use the **Doubles Strategy** to add (as in the example).

Ex. $8 + 7 = 1 + 7 + 7 = 1 + 14 = 15$

Ⓐ $8 + 9 = 8 + (8 + 1) = 16 + 1 = 17$

Ⓑ $5 + 6 = 5 + (5 + 1) = 10 + 1 = 11$

Ⓒ $10 + 9 = 1 + 9 + 9 = 1 + 18 = 19$

Ⓓ $7 + 6 = 1 + 6 + 6 = 1 + 12 = 13$

Ⓔ $5 + 4 = 1 + 4 + 4 = 1 + 8 = 9$

Using Counting On From the Bigger Number Mental Math Strategy to Add

إستراتيجية العدد من العدد الأكبر للجمع

Ex.

Add: $(8 + 4)$

We put the bigger number in our minds

نضع العدد الأكبر
في عقولنا

And we say
"8 in my mind"

8



Step 2

We represent the number using our fingers.

نعد العدد باستخدام الأصابع

And we say:
"4 on my hand"



Step 3

We count on our fingers from the number in our minds.

نعد من الأصابع بعد الرقم الموجود في عقولنا

And we say:
"After 8: 9, 10, 11, 12"

So, $8 + 4 = 12$



- Make sure that the child speaks during the solution as shown

Activity

Add using the Counting On Strategy:

a $5 + 9 = 14$

b $7 + 8 = 15$

c $6 + 8 = 14$

d $7 + 6 = 13$

e $5 + 7 = 12$

f $6 + 7 = 13$

g 5

h 7

i 8

j 4

$+ 8$

$+ 4$

$+ 9$

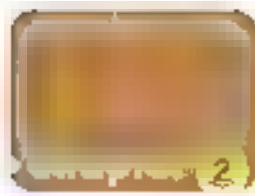
$+ 6$

13

11

17

10



Using Counting On From the Smaller Number Mental Math Strategy to Subtract

إستراتيجية العد من العدد الأصغر للطرح

Ex.

Subtract: $(12 - 8)$

We put the smallest number in our minds

نضع العدد الأصغر في العقول

And we say "8 in my mind"

Step 2
We count on our fingers after the number in our minds until we get to the largest number

نقوم بالعد على أصابع بعد الرقم 8 حتى نصل إلى العدد الأكبر 12

And we say "After 8 9 10 11 12"

So, $12 - 8 = 4$



- Make sure that the child speaks during the count on as shown

Activity

Subtract using the **Counting On** strategy:

a $15 - 9 = \dots 6$

b $16 - 8 = \dots 8$

c $16 - 7 = \dots 9$

d $18 - 9 = \dots 9$

e $15 - 7 = \dots 8$

f $14 - 7 = \dots 7$

g $\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$

h $\begin{array}{r} 12 \\ - 4 \\ \hline \end{array}$

i $\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$

j $\begin{array}{r} 11 \\ - 6 \\ \hline \end{array}$

$\dots 5$

$\dots 8$

$\dots 1$

$\dots 5$



HOME ACTIVITIES

1 Use the Doubles Addition strategy to find

a

$$1 + 1 = 2$$

b

$$2 + 2 = 4$$

c

$$3 + 3 = 6$$

d

$$4 + 4 = 8$$

e

$$5 + 5 = 10$$

f

$$6 + 6 = 12$$

g

$$7 + 7 = 14$$

h

$$8 + 8 = 16$$

i

$$9 + 9 = 18$$

j

$$10 + 10 = 20$$

2 Draw and add as in the example:

Ex.



$$3 + 3 = 6$$

a



$$1 + 1 = 2$$

b



$$7 + 7 = 14$$

c



$$9 + 9 = 18$$

d



$$5 + 5 = 10$$

e



$$2 + 2 = 4$$

f



$$4 + 4 = 8$$

g



$$6 + 6 = 12$$

h



$$8 + 8 = 16$$



3 Use the **Doubles Addition** strategy to find (as in the example)

Ex. $8 + 9 = 8 + 8 + 1 = 16 + 1 = 17$

a $7 + 8 = 7 + (7 + 1) = 14 + 1 = 15$

b $5 + 4 = (1 + 4) + 4 = 1 + 8 = 9$

c $10 + 9 = (1 + 9) + 9 = 1 + 18 = 19$

d $4 + 3 = 1 + 3 + 3 = 1 + 6 = 7$

e $2 + 3 = 2 + 2 + 1 = 4 + 1 = 5$

f $6 + 5 = 1 + 5 + 5 = 1 + 10 = 11$

g $6 + 7 = 6 + 6 + 1 = 12 + 1 = 13$

h $8 + 9 = 8 + 8 + 1 = 16 + 1 = 17$

i $10 + 11 = 10 + 10 + 1 = 20 + 1 = 21$

4 Add using the **Counting On** strategy:

a $8 + 6 = 14$

b $5 + 9 = 14$

c $9 + 4 = 13$

d $7 + 6 = 13$

e $10 + 5 = 15$

f $6 + 7 = 13$

g $5 + 7 = 12$

h $4 + 8 = 12$

i $9 + 3 = 12$

j $7 + 7 = 14$

k $3 + 7 = 10$

l $2 + 9 = 11$

5 Add using the **Counting On** strategy.

a 7

$+ 9$

16

b 9

$+ 1$

10

c 8

$+ 5$

13

d 6

$+ 5$

11

e 1

$+ 11$

12

f 8

$+ 9$

17

g 7

$+ 3$

10

h 10

$+ 5$

15

6 Subtract using the **Counting On** strategy.

a $9 - 6 = 3$

b $8 - 6 = 2$

c $15 - 9 = 6$

d $14 - 6 = 8$

e $12 - 5 = 7$

f $16 - 9 = 7$

g $11 - 7 = 4$

h $13 - 5 = 8$

i $13 - 6 = 7$

j $11 - 6 = 5$

7 Subtract using the **Counting On** strategy:

a 17

$- 8$

9

b 16

$- 5$

11

c 11

$- 4$

7

d 13

$- 5$

8

e 12

$- 7$

5

f 10

$- 8$

2

g 18

$- 9$

9

h 12

$- 0$

12



8 Match.

 $5 + 6$ 

 $3 + 3 + 1$

 $3 + 4$ 

 $5 + 5 + 1$ $\bar{2}$

 $9 + 8$ 

 $4 + 4 + 1$ $\bar{3}$

 $6 + 7$ 

 $1 + 8 + 8$ $\bar{4}$


 $4 + 5$ 

 $6 + 6 + 1$ $\bar{5}$

 $7 + 8$ 

 $9 + 9 + 1$ $\bar{6}$

 $9 + 10$ 

 $7 + 7 + 1$ $\bar{7}$

9 Complete using (<, = or >):

 $6 + 8$ $>$ $16 - 5$

 $12 - 5$ $=$ $4 + 3$

 $5 + 9$ $<$ $8 + 8$

 $13 - 8$ $<$ $15 - 6$

 $6 + 6$ $=$ $12 - 0$

 $10 - 2$ $=$ $5 + 4$

 $7 + 8$ $>$ $9 - 4$

 $12 + 6$ $=$ $9 + 9$

 $5 + 2$ $<$ $12 - 3$

 $10 + 7$ $=$ $18 - 9$

Accumulative Assessment

1 up to Lesson 2

5

Choose the correct answer:

- a $7 + 7 =$ 14 (77 or 7 or 14)
- b $8 +$ 8 $= 16$ (8 or 6 or 24)
- c $9 + 9 + 1 =$ 9 + 10 (10 + 10 or 9 + 10 or 9 + 1)
- d $8 + 4 =$ 12 (21 or 12 or 84)
- e $15 - 7 =$ 8 (7 or 22 or 8)

Complete the following.

- a $9 + 9 =$ 18
- b $7 + 8 = 7 +$ 1 $+ 1$
- c $7 + 5 =$ 12
- d $8 + 9 =$ 17
- e 6 $+ 6 = 12$

Answer the following

a Arrange the following numbers in an ascending order:

18 , 25 , 81 , 52 , 50

• 18 , 25 , 50 , 52 , 81

b Find the result:

1 $8 + 4 =$ 12

2 $15 - 6 =$ 11

3 7

4 13

$+ 5$

$- 9$

12

4



Lessons

Adding or Subtracting the Number 10 Adding and Subtracting by Making Tens

جمع أو طرح العدد 10 - الجمع والطرح بتكوين عشرات

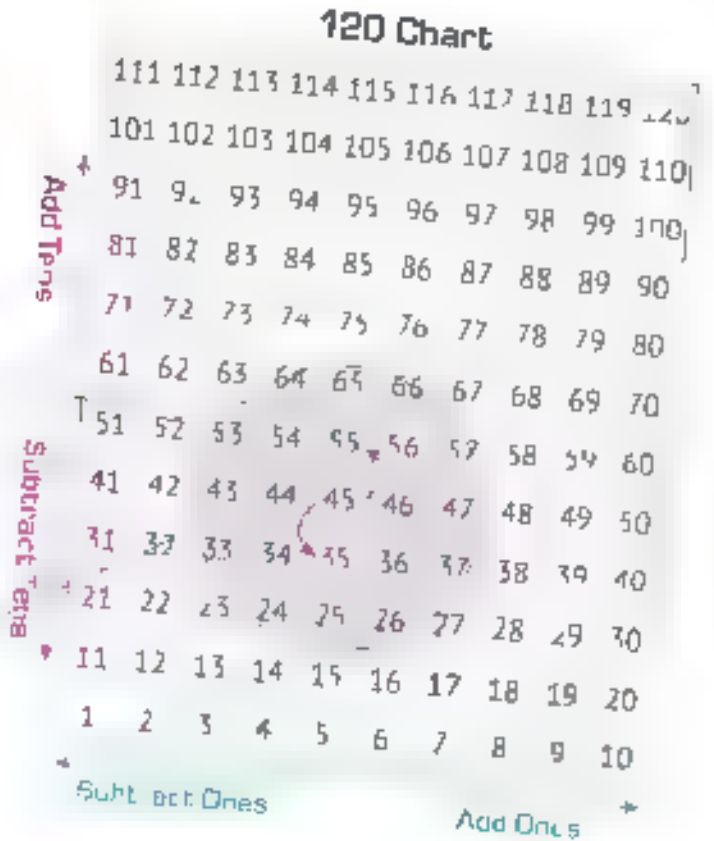
Ex.

$$45 + 10 = 55$$

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37

$$45 - 10 = 35$$

53	54	55	56	57
43	44	45	46	47
33	34	35	36	37



- We can use the 120 Chart to add 10 by moving **one step up** and subtract 10 by moving **one step down**.
 يمكنك استخدام مخطط 120 في إضافة العدد 10 عن طريق التحرك خطوة واحدة للأعلى وطرح العدد 10 عن طريق التحرك خطوة واحدة للأسفل.
- When adding 10 in the **Tens** place, it increases by 1 and the **Ones digit** remains **unchanged**.
 عند إضافة العدد 10 لفئة العشرات تزيد خانة العشرات بمقدار 1 وتبقى خانة الآحاد دون تغيير.
- When subtracting 10 from the **Tens** place, it decreases by 1 and the **Ones digit** remains **unchanged**.
 عند طرح العدد 10 من فئة العشرات تقل خانة العشرات بمقدار 1 وتبقى خانة الآحاد دون تغيير.

20 Chart

مخطط 20

Components

مكونات

Making 10

تكوين عشرات

Activity

Use the 120 Chart to find

a $25 + 10 = 35$

c $75 + 10 = 85$

e $62 + 10 = 72$

g $15 + 10 = 25$

b $36 - 10 = 26$

d $49 - 10 = 39$

f $50 - 10 = 40$

h $21 - 10 = 11$

i 89

$+ 10$

99

j 93

$- 10$

83

k 62

$+ 10$

72

l 42

$- 10$

32

m 72

$+ 10$

82

n 11

$- 10$

1

o 69

$+ 10$

79

p 38

$- 10$

28

Components of 10

$0 + 10$
 10

$1 + 9$
 10

$2 + 8$
 10

$3 + 7$
 10

$4 + 6$
 10

$5 + 5$
 10

$6 + 4$
 10

$7 + 3$
 10

$8 + 2$
 10

$9 + 1$
 10

$10 + 0$
 10



Activity

Match to make 10

0	2	4	6	8	10	1	3	5	7	9
8	6	10	0	4	9	2	1	7	5	3

Activity

Complete

a $0 + \underline{10} = 10$

b $3 + \underline{7} = 10$

c $5 + 5 = 10$

d $\underline{2} + 8 = 10$

e $9 + \underline{1} = 10$

f $6 + 4 = 10$

Making a 10 Addition Strategy



إستراتيجية الجمع بتكوين عشرات

When adding two numbers the **smaller** number can be divided into **two** numbers, one of **them** completes the **larger** number to **10**, then completes the addition process.

عند جمع عددين يمكن تقسيم العدد الأصغر إلى عددين أحدهما يكمل العدد الأكبر إلى 10 ثم اكتمل عملية الجمع

Ex.

Add: $(7 + 4) =$

• Decompose 4 into 3 + 1

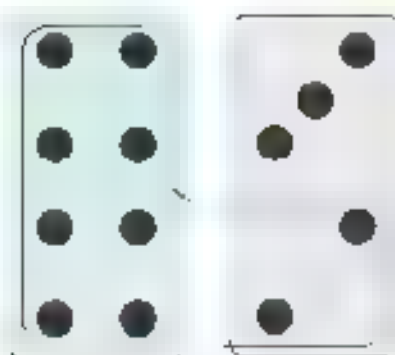
• Add: $7 + 3 = 10$

• Add: $10 + 1 = 11$

$$\begin{array}{r}
 7 + 4 \\
 \swarrow \quad \searrow \\
 7 + 3 + 1 \\
 = 10 + 1 = 11
 \end{array}$$

Ex.

Add, $(8 + 5)$



$$\begin{aligned} 8 + 5 \\ = 8 + 2 + 3 \\ = 10 + 3 = 13 \end{aligned}$$

3&4

Activity

Make a **ten** to add (as in the example):

Ex.

9



+ 5



14

ⓐ

8



+ 7



15

ⓑ

6



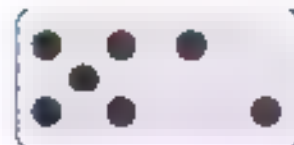
+ 7



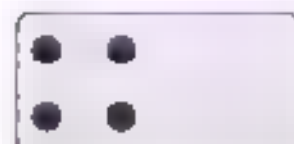
13

ⓒ

7



+ 4



11



Activity

Make a **ten** to add (as in the example)

Ex.

$$\begin{array}{r} 8 + 6 \\ = 8 + 2 + 4 = 14 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

a

$$\begin{array}{r} 9 + 4 \\ = 9 + 1 + 3 = 13 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

b

$$\begin{array}{r} 6 + 6 \\ = 6 + 4 + 2 = 12 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

c

$$\begin{array}{r} 7 + 4 \\ = 7 + 3 + 1 = 11 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

d

$$\begin{array}{r} 6 + 5 = 11 \\ \quad \swarrow \searrow \\ \quad 4 + 1 \\ \downarrow \\ 10 + 1 = 11 \end{array}$$

e

$$\begin{array}{r} 7 + 6 = 13 \\ \quad \swarrow \searrow \\ \quad 3 + 3 \\ 10 + 3 = 13 \end{array}$$

f

$$\begin{array}{r} 9 + 2 = 11 \\ \quad \swarrow \searrow \\ \quad 1 + 1 \\ 10 + 1 = 11 \end{array}$$

g

$$\begin{array}{r} 8 + 7 = 15 \\ \quad \swarrow \searrow \\ \quad 2 + 3 \\ 10 + 5 = 15 \end{array}$$

Making a 10 Subtraction Strategy

استراتيجية الطرح بتكوين عشرات

- Leave the larger number as it is and divide the smaller number, so that we get 10 from subtracting the largest number and part of the smaller number. Then continue the solution.

• نترك العدد الأكبر كما هو ونقسم العدد الأصغر بحيث نحصل على 10 من طرح العدد الأكبر وجزء من العدد الأصغر ثم نواصل الحل.

- For example, to subtract $15 - 7$, we leave the 15 as it is and divide the 7 into 5 and 2 in order to be able to subtract $15 - 5 = 10$ then continue $10 - 2 = 8$. Thus, $15 - 7 = 8$.

Ex. Subtract: $(15 - 7)$

$$\begin{aligned} 15 - 7 \\ = 15 - 5 - 2 \\ = 10 - 2 = 8 \end{aligned}$$

So, $15 - 7 = 8$

Ex. Subtract: $(12 - 5)$

$$\begin{aligned} 12 - 5 \\ = 12 - 2 - 3 \\ = 10 - 3 = 7 \end{aligned}$$

So, $12 - 5 = 7$

Activity

Make a ten to subtract (as in the example):

Ex.

$$\begin{aligned} 13 - 5 &= 8 \\ \downarrow & \quad \swarrow \searrow \\ 10 & \quad 3 + 2 \\ 10 - 2 &= 8 \end{aligned}$$

a

$$\begin{aligned} 12 - 8 &= 4 \\ \downarrow & \quad \swarrow \searrow \\ 10 & \quad 2 + 6 \\ 10 - 6 &= 4 \end{aligned}$$

b

$$\begin{aligned} 17 - 9 &= 8 \\ \downarrow & \quad \swarrow \searrow \\ 10 & \quad 7 + 2 \\ 10 - 2 &= 8 \end{aligned}$$

c

$$\begin{aligned} 11 - 4 &= 7 \\ \downarrow & \quad \swarrow \searrow \\ 10 & \quad 1 + 3 \\ 10 - 3 &= 7 \end{aligned}$$



HOME ACTIVITIES

1 Use the 120 Chart to find

① $15 + 10 = 25$

② $15 - 10 = 5$

③ $24 + 10 = 34$

④ $24 - 10 = 14$

⑤ $33 + 10 = 43$

⑥ $33 - 10 = 23$

⑦ $41 + 10 = 51$

⑧ $41 - 10 = 31$

⑨ $50 + 10 = 60$

⑩ $50 - 10 = 40$

⑪ $69 + 10 = 79$

⑫ $69 - 10 = 59$

⑬ $78 + 10 = 88$

⑭ $78 - 10 = 68$

⑮ $87 + 10 = 97$

⑯ $87 - 10 = 77$

⑰ 18

⑱ 20

⑲ 39

⑳ 47

$+ 10$

$- 10$

$+ 10$

$- 10$

28

10

49

37

㉑ 56

㉒ 69

㉓ 72

㉔ 81

$+ 10$

$- 10$

$+ 10$

$- 10$

66

59

82

71

㉕ 12

㉖ 29

㉗ 31

㉘ 45

$+ 10$

$- 10$

$+ 10$

$- 10$

22

19

41

35

2 Complete:

- | | | |
|----------------------|-----------------------|-----------------------|
| Ⓐ $1 + \dots 9 = 10$ | Ⓑ $6 + \dots 4 = 10$ | Ⓒ $3 + \dots 7 = 10$ |
| Ⓓ $5 + \dots 5 = 10$ | Ⓔ $2 + \dots = 10$ | Ⓕ $7 + \dots 3 = 10$ |
| Ⓔ $4 + \dots 6 = 10$ | Ⓗ $0 + \dots 10 = 10$ | Ⓖ $8 + \dots 2 = 10$ |
| Ⓙ $5 + \dots 5 = 10$ | Ⓚ $9 + \dots 1 = 10$ | Ⓛ $10 + \dots 0 = 10$ |
| Ⓜ $\dots 1 + 9 = 10$ | Ⓝ $\dots 8 + 2 = 10$ | Ⓞ $\dots + 8 = 10$ |
| Ⓟ $9 + 1 = 10$ | Ⓠ $3 + 7 = 10$ | Ⓡ $10 + 0 = 10$ |
| Ⓢ $7 + 3 = 10$ | Ⓣ $4 + 6 = 10$ | Ⓤ $6 + 4 = 10$ |
| Ⓥ $1 + 9 = 10$ | Ⓦ $5 + 5 = 10$ | Ⓧ $0 + 10 = 10$ |

3 Make a ten to add (as in the example):

Ex.

$$\begin{array}{r} 8 \\ + 6 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 7 \\ + 5 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 8 \\ + 5 \\ \hline 13 \end{array}$$



4 Make a ten to add

a

$$\begin{array}{r} 6 + 5 \\ = 6 + 4 + 1 = 11 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

b

$$\begin{array}{r} 7 + 6 \\ = 7 + 3 + 3 = 13 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

c

$$\begin{array}{r} 8 + 7 \\ = 8 + 2 + 5 = 15 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

d

$$\begin{array}{r} 9 + 8 \\ = 9 + 1 + 7 = 17 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

e

$$\begin{array}{r} 9 + 9 \\ = 9 + 1 + 8 = 18 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

f

$$\begin{array}{r} 8 + 8 \\ = 8 + 2 + 6 = 16 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

g

$$\begin{array}{r} 7 + 5 \\ = 7 + 3 + 2 = 12 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

h

$$\begin{array}{r} 9 + 2 \\ = 9 + 1 + 1 = 11 \\ \quad \swarrow \searrow \\ \quad 10 \end{array}$$

1

$$7 + 4$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 3 + 1 \end{array}$$

$$10 + 1 = 11$$

2

$$8 + 6$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 2 + 4 \end{array}$$

$$10 + 4 = 14$$

3

$$8 + 4$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 2 + 2 \end{array}$$

$$10 + 2 = 12$$

4

$$8 + 3$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 2 + 1 \end{array}$$

$$10 + 1 = 11$$

5

$$9 + 7$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 1 + 6 \end{array}$$

$$10 + 6 = 16$$

6

$$9 + 2$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 1 + 1 \end{array}$$

$$10 + 1 = 11$$

7

$$9 + 5$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 1 + 4 \end{array}$$

$$10 + 4 = 14$$

8

$$9 + 3$$

$$\begin{array}{c} \nearrow \quad \searrow \\ 1 + 2 \end{array}$$

$$10 + 2 = 12$$



5 Use the mental math strategy **Make a Ten** to add.

a $9 + 9 = 9 + 1 + 8 = 10 + 8 = 18$

b $8 + 8 = 8 + 2 + 6 = 10 + 6 = 16$

c $7 + 7 = 7 + 3 + 4 = 10 + 4 = 14$

d $6 + 6 = 6 + 4 + 2 = 10 + 2 = 12$

e $9 + 8 = 9 + 1 + 7 = 10 + 7 = 17$

f $8 + 7 = 8 + 2 + 5 = 10 + 5 = 15$

g $7 + 6 = 7 + 3 + 4 = 10 + 3 = 13$

h $6 + 5 = 6 + 4 + 1 = 10 + 1 = 11$

i $9 + 7 = 9 + 1 + 6 = 10 + 6 = 16$

j $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$

k $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$

l $9 + 6 = 9 + 1 + 5 = 10 + 5 = 15$

m $8 + 5 = 8 + 2 + 3 = 10 + 3 = 13$

n $7 + 4 = 7 + 3 + 1 = 10 + 1 = 11$

o $9 + 5 = 9 + 1 + 4 = 10 + 4 = 14$

6 Use the mental math strategy Make a Ten to subtract.

$$\textcircled{a} 11 - 9 = 11 - 1 - 8 = 10 - 8 = 2$$

$$\textcircled{b} 12 - 8 = 12 - 2 - 6 = 10 - 6 = 4$$

$$\textcircled{c} 13 - 7 = 13 - 3 - 4 = 10 - 4 = 6$$

$$\textcircled{d} 14 - 6 = 14 - 4 - 2 = 10 - 2 = 8$$

$$\textcircled{e} 15 - 5 = 15 - 5 = 10$$

$$\textcircled{f} 16 - 9 = 16 - 6 - 3 = 10 - 3 = 7$$

$$\textcircled{g} 17 - 8 = 17 - 7 - 1 = 10 - 1 = 9$$

$$\textcircled{h} 18 - 9 = 18 - 8 - 1 = 10 - 1 = 9$$

$$\textcircled{i} 11 - 8 = 11 - 1 - 7 = 10 - 7 = 3$$

$$\textcircled{j} 12 - 7 = 12 - 2 - 5 = 10 - 5 = 5$$

$$\textcircled{k} 13 - 6 = 13 - 3 - 3 = 10 - 3 = 7$$

$$\textcircled{l} 14 - 5 = 14 - 4 - 1 = 10 - 1 = 9$$

$$\textcircled{m} 15 - 6 = 15 - 5 - 1 = 10 - 1 = 9$$

$$\textcircled{n} 16 - 8 = 16 - 6 - 2 = 10 - 2 = 8$$

$$\textcircled{o} 17 - 9 = 17 - 7 - 2 = 10 - 2 = 8$$

Accumulative Assessment

2 up to Lesson 4

Choose the correct answer:

- a $24 + 10 = \dots 34 \dots$ (34 or 14 or 25)
 b $73 + 10 = 83$ (1 or 10 or 11)
 c $6 + 9 = \dots 15 \dots$ (69 or 96 or 15)
 d $8 + 7 = 7 + 7 + 1$ (8 + 8 + 1 or 7 + 7 + 1 or 8 + 7 + 1)
 e $36 - 10 = 26$ (1 or 11 or 10)

Complete the following:

- a $7 + 5 = 7 + 3 + 2 = 10 + 2 = 12$
 b $45 + 10 = 55$
 c $9 + 8 = 1 + 8 + 8 = 1 + 16 = 17$
 d $67 - 10 = 57$
 e $18 - 9 = 18 - 8 - 1 = 10 - 1 = 9$

Answer the following:

a Complete in the same pattern:

1 $12, 14, 16, \dots 18 \dots, \dots 20 \dots, 22$

2 $90, 80, 70, \dots 60 \dots, \dots 50 \dots, 40$

b Find the result:

1 $75 + 10 = \dots 85 \dots$

2 $18 - 10 = \dots 8$

3 9

4 15

$+ 7$

$- 6$

$16 \dots$

$\dots 9$

Lessons Story Problems on Adding and Subtracting

مسائل كلامية على الجمع والطرح

Ex.

Hani collected 6 apples from the garden in the morning and 7 apples in the evening. How many apples did Hani collect?

One of the mental math strategies can be used for addition

Counting On From the Largest Number Strategy

Number of apples
= $6 + 7 = 13$ apples

Doubles Strategy for Addition

Number of apples
= $6 + 7$
= $6 + 6 + 1$
= $12 + 1 = 13$ apples

Making Tens Addition Strategy

Number of apples
= $7 + 6$
= $7 + 3 + 3$
= $10 + 3 = 13$ apples

Ex.

Hussam has 13 sweets, of which he distributed 4 among his friends. How many sweets are remaining with Hussam?

One of the mental math strategies can be used for subtraction

Counting On From the Smallest Number Strategy

Number of remaining sweets
= $13 - 4$
= 9 sweets

Making Tens Subtraction Strategy

Number of remaining sweets
= $13 - 4$
= $13 - 3 - 1$
= $10 - 1$
= 9 sweets

How many?	كم عدد؟	Sum
All together	معا	Difference
Remainder	الباقى	

مجموع	Total	مجموع
الفرق	Left	الباقى



• The following steps can be followed in the solution

1. **Understand** What do we want to find? → Circle the questions.
2. **Plan** What facts do you need? → Underline them.
3. **Solve** Using one of the methods we learned.
4. **Check** Does your answer make sense?

• يمكن اتباع الخطوات التالية في الحل.

1. الفهم، ما الذي نريد إيجاد؟ ← ثم نضع دائرة حول السؤال.

2. التخطيط، ما الحقائق التي نحتاجها؟ ← نضع خطاً تحت الحقائق.

3. الحل باستخدام إحدى الطرق التي تعلمناها ← 4. مراجعة من الإجابة منطقية؟

Activity

- a Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting on a tree. How many birds did Miryam see in all?

$$8 + 4 = 12$$

- b Mukhtar has 6 jelly beans in a jar. He has another 8 jelly beans in his pocket. How many jelly beans does Mukhtar have in all?

$$6 + 8 = 14$$

- c Heba had 7 stickers. Her teacher gave her 9 more stickers. How many stickers does Heba have all together?

$$7 + 9 = 16$$

- d Ahmed gathered 15 rocks at the beach. He tossed 6 rocks into the water. How many rocks does Ahmed have left?

$$15 - 6 = 9$$

- e Mustafa had 16 candies. He ate 6 candies. How many candies does Mustafa have left?

$$16 - 6 = 10$$

- f Rashida bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

$$13 - 3 = 10$$



HOME ACTIVITIES

- 1 Lamiaa saw 6 butterflies in the garden. Then she saw 5 more butterflies. How many butterflies did Lamiaa see?

$$6 + 5 = 11$$

- 2 Hany had 7 colored pencils, his mother gave him another 8 pencils. How many pencils does Hany have now?

$$7 + 8 = 15$$

- 3 Miryam put 6 balls in one basket and 9 balls in another. How many balls did Miryam put in the baskets all together?

$$6 + 9 = 15$$

- 4 Hana saw 4 birds on a tree. Then she saw another 8 birds flying. How many birds did Hana see?

$$4 + 8 = 12$$

- 5 Mariam has 8 books in Arabic and 4 books in English. How many books does Mariam have?

$$8 + 4 = 12$$

- 6 There are 8 green apples and 3 red apples in a basket. How many apples are there in all?

$$8 + 3 = 11$$

- 7 There are 2 vases. In each vase there are 8 flowers. How many flowers are there in all?

$$8 + 8 = 16$$



- 8 Mona had 14 apples, of which she ate 5 apples. How many apples are remaining with her?

$$14 - 5 = 9$$

- 9 Ahmed collected 13 stones from the beach. He threw 7 of them into the sea. How many stones are left with him?

8 $13 - 7 = 6$

- 10 Mustafa had 17 candy pieces. He gave his sister 9 pieces. How many pieces of candy are left with him?

$$17 - 9 = 8$$

- 11 Sara had 15 pounds. She bought a pen for 8 pounds. How many pounds are left with Sara?

$$15 - 8 = 7$$

- 12 There are 12 cars in the parking lot. If 9 cars go away, how many cars are there in the parking lot now?

$$12 - 9 = 3$$

- 13 There are 17 children in a class, 9 of them are girls. How many boys are there in the class?

$$17 - 9 = 8$$

- 14 There are 13 birds on a tree. 6 birds flew away. How many birds are there on the tree now?

$$13 - 6 = 7$$

Accumulative Assessment

3 up to Lesson 6



Choose the correct answer:

- a $11 + 10 = 20 + 1$ ($10 + 10$ or $20 + 1$ or $1 + 1 + 1 + 0$)
 b $7 + 7 = 14$ (10 or 21 or 7)
 c $9 + 7 = 10 + 6$ ($10 + 6$ or $8 + 7$ or $10 + 7$)
 d $25 + 10 = 35$ (15 or 35 or 26)
 e $12 - 6 = 10 - 4$ ($6 + 6$ or $12 - 4$ or $10 - 4$)

Complete the following:

- a $10 + 10 = 20$
 b $16 - 9 = 16 - 6 - 3 = 10 - 3 = 7$
 c $9 + 3 = 12$ d $13 - 7 = 6$
 e $26 + 10 = 36$

Answer the following

Find the result:

1 $7 + 6 = 13$

2 $12 - 4 = 8$

3 6

4 11

$+$ 9

$-$ 7

15

4

- b One day, Malik read 9 pages of a story, and the next day he read 6 pages. How many pages did he read in the two days?

Number of pages = $9 + 6 = 15$ pages

- c Sharmaa had 16 pounds. She bought a book for 9 pounds. How many pounds are left with Sharmaa?

Remaining money = $16 - 9 = 7$ pounds



Lessons

Mental Applications on Adding and Subtracting Adding Using the 120 Chart

تطبيقات ذهنية على الجمع و طرح - الجمع باستخدام مخطط 120

Finding a Missing Addend

إيجاد العدد المضاف المفقود

Ex.

a $8 + \dots = 15$


b $\dots + 9 = 12$


The Inverse Operation Strategy

a $15 - 8 = 7$
 $8 + 7 = 15$

b $12 - 9 = 3$
 $3 + 9 = 12$

Counting On From the Smaller Number Strategy:

a **After 8**

 $8 + 7 = 15$

b **After 9**

 $9 + 3 = 12$

Activity

Find the missing number:

a $\boxed{5} + 8 =$

b $\boxed{5} + 6 =$

c $5 + \boxed{7} =$

d $7 + \boxed{8} =$

13

11

12

15

e $\boxed{8} + 9 = 17$

f $\boxed{8} + 8 = 16$

g $4 + \boxed{8} = 12$

h $6 + \boxed{7} = 13$

Finding a Missing Subtrahend

إيجاد العدد المطروح المفقود

7-10

Ex.

a $11 - \dots = 8$

b $15 - \dots = 9$

First Strategy

a $11 - 8 = 3$

$11 - 3 = 8$

b $15 - 9 = 6$

$15 - 6 = 9$

Counting On From the Smaller Number Strategy

a

After 8



$11 - 3 = 8$

b

After 9



$15 - 6 = 9$

Activity

Find the missing number:

a 13

$- \boxed{8}$

 5

b 11

$- \boxed{4}$

 7

c

12

$- \boxed{4}$

 8

d 15

$- \boxed{9}$

 6

e $17 - \boxed{9} = 8$

f $16 - \boxed{7} = 9$

g $12 - \boxed{8} = 4$

h $13 - \boxed{8} = 5$



Activity

- Ⓐ One day, Basma read 8 pages of a story. The next day, she continued reading, and she reached 12 pages.

How many pages did Basma read the next day?

$$8 + \boxed{4} = 12$$

Number of pages = $12 - 8 = 4$ pages

- Ⓑ Omar saw 3 stars in the sky. After an hour, he saw 13 stars in the sky.

How many stars were added to the sky?

$$3 + \boxed{10} = 13$$

Number of stars = $13 - 3 = 10$ stars

- Ⓒ A tree had 12 apples on it. Some apples fell from the tree and 5 were left on it. How many apples fell from the tree?

$$12 - \boxed{7} = 5$$

Number of apples = $12 - 5 = 7$ apples

- Ⓓ Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left.

How many candies did Aya eat at lunch?

$$20 - \boxed{9} = 11$$

Number of candies = $20 - 11 = 9$ candies





HOME ACTIVITIES

1 Find the missing number:

a $\boxed{5} + 6 = 11$

c $\boxed{8} + 5 = 13$

e $8 + \boxed{5} = 13$

g $7 + \boxed{5} = 12$

i $16 - \boxed{8} = 8$

k $14 - \boxed{8} = 6$

m $13 - \boxed{9} = 4$

b $\boxed{4} + 8 = 12$

d $\boxed{8} + 3 = 11$

f $5 + \boxed{9} = 14$

h $15 - \boxed{8} = 7$

j $17 - \boxed{9} = 8$

l $15 - \boxed{9} = 6$

n $16 - \boxed{7} = 9$

o
$$\begin{array}{r} \boxed{7} \\ + 8 \\ \hline 15 \end{array}$$

p
$$\begin{array}{r} \boxed{8} \\ + 9 \\ \hline 17 \end{array}$$

q
$$\begin{array}{r} 9 \\ + \boxed{10} \\ \hline 19 \end{array}$$

r
$$\begin{array}{r} 7 \\ + \boxed{9} \\ \hline 16 \end{array}$$

s
$$\begin{array}{r} 9 \\ + \boxed{9} \\ \hline 18 \end{array}$$

t
$$\begin{array}{r} 12 \\ - \boxed{6} \\ \hline 6 \end{array}$$

u
$$\begin{array}{r} 18 \\ - \boxed{10} \\ \hline 8 \end{array}$$

v
$$\begin{array}{r} 16 \\ - \boxed{7} \\ \hline 9 \end{array}$$

w
$$\begin{array}{r} 15 \\ - \boxed{8} \\ \hline 7 \end{array}$$

x
$$\begin{array}{r} 13 \\ - \boxed{8} \\ \hline 5 \end{array}$$



2 Answer the following

- Ⓐ In the morning, Mohamed saw 9 of his friends at the playground. After an hour, Mohamed noticed that the number of his friends at the playground became 14. How many students arrived during this hour?

$$9 + \boxed{5} = 14$$

Number of students = $14 - 9 = 5$ students

- Ⓑ Ahmed planted 8 trees one day. The next day, he planted another group of trees. The number of trees became 15.

How many trees did Ahmed plant on the second day?

$$8 + \boxed{7} = 15$$

Number of trees = $15 - 8 = 7$ trees

- Ⓒ Ahmed had 9 pounds. His father gave him a number of pounds. So, the money with Ahmed became 13 pounds.

How many pounds did Ahmed take from his father?

$$9 + \boxed{4} = 13$$

Ahmed took = $13 - 9 = 4$ pounds

- Ⓓ Ali had 9 red fish. He added some yellow fish, such that the total number of fish became 16.

Find the number of yellow fish.

$$9 + \boxed{7} = 16$$

Number of yellow fish = $16 - 9 = 7$ fish

- ① Zaher had 17 pounds and he bought a pen. 9 pounds remained with him.
How much is the pen?

$$17 - \boxed{8} = 9$$

Price of the pen = $17 - 9 = 8$ pounds

- ② The number of pages of a story is 20 pages. Adam read a number of pages from it, and the remaining 11 pages were not read.
How many pages did Ahmed read?

$$20 - \boxed{9} = 11$$

Number of pages = $20 - 11 = 9$ pages

- ③ There were 15 birds in the sky. Some of them landed on a tree, and 6 birds are still flying in the sky.

How many birds landed on the tree?

$$15 - \boxed{9} = 6$$

Number of birds = $15 - 6 = 9$ birds

- ④ There were 14 carrots. Some bunnies ate some of them and 7 carrots are left. How many carrots did the bunnies eat?

$$14 - \boxed{7} = 7$$

Number of carrots = $14 - 7 = 7$ carrots

Accumulative Assessment

4 up to Lesson 10



Choose the correct answer:

- a $8 + 7 = 15$ (7 or 8 or 9)
 b $13 - 7 = 6$ (5 or 6 or 7)
 c $6 + 6 + 1 = 6 + 7$ (6 or 1 or 7)
 d $10 - 3 = 15 - 8$ (8 or 9 or 10)
 e $2 + 2 + 1 = 5$ (0 or 1 or 2)

Complete the following:

- a $14 - 8 = 6$ b $12 - 7 = 12 - 2 - 5$
 c $6 + 7 = 6 + 4 + 3 = 13$
 d $6 + 6 = 12$ e $20 - 12 = 8$

Answer the following:

Find the missing number:

1 15

$- 9$

6

2 8

$+ 5$

13

3 12

$- 7$

5

4 9

$+ 7$

16

- b Ahmed had 15 LE and he bought a box of juice 6 LE were left with him. How much is the juice box?

Price of the juice box = $15 - 6 = 9$

- c Sasma had 8 sweets. She took some sweets from her brother Yass n. She has 14 sweets now

How many sweets did Sasma take from her brother?

Number of sweets = $14 - 8 = 6$

Assessment on Chapter 2



Choose the correct answer:

a) $9 + 9 = 18$

(8 or 1 or 9)

b) $4 + 4 + 1 = 4 + 5$

(4 or 5 or 1)

c) $8 + 7 = 1 + 7 + 7$

(7 or 8 or 1)

d) $8 + 5 = 10 + 3$

(5 or 8 or 3)

e) $10 + 10 = 20$

(5 or 1 or 10)



Complete the following.

a)
$$\begin{array}{r} 13 \\ - 7 \\ \hline 6 \end{array}$$

b)
$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

c) $7 + 8 = 15$

d) $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$

e) $9 + 8 = 1 + 8 + 8 = 1 + 16 = 17$



Answer the following.

- a) Hossam had some money. Then he got 6 LE from his father, so he has 15 LE now. How much money was with Hossam?

$15 - 6 = 9$

- b) Salma has 8 blue balloons and 6 red balloons. How many balloons does Salma have?

$8 + 6 = 14$

Chapter

3

Chapter Lessons

Lessons

1&2

3-digit Numbers

Outcomes.

- Participating in Calendar Math Activities
- Reading and writing 3-digit numbers
- Representing 3-digit numbers using concrete models.
- Identifying the place value and value of each digit in a 3-digit number

Lessons

3-6

Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Outcomes

- Participating in Calendar Math Activities.
- Identifying the place value and value of each digit in a 3-digit number
- Reading and writing 3-digit numbers in standard and expanded forms.
- Reading and writing numbers: 1 to 9 and multiples of 10 through 90 in word form.
- Converting numbers in expanded forms to standard forms
- Reading and writing numbers: 1 to 9 in word form
- Matching the word forms of numbers 11 to 19 to their standard forms

Lessons

7&8

Comparing Numbers

Outcomes.

- Participating in Calendar Math Activities
- Using place value to compare two 3-digit numbers
- Using the symbols ($>$, $=$ and $<$) to express comparisons.
- Using place value to compare two 2-digit and 3-digit numbers.

Lessons

9&10

Ordering Numbers

Outcomes.

- Participating in Calendar Math Activities.
- Ordering a set of 5 numbers from the least to the greatest or from the greatest to the least
- Comparing and ordering numbers in expanded, word and standard forms.

Lessons 1&2

الأعداد المكونة من 3 أرقام



The greatest
2-d g t number
is 99.

If we add 1 to 99

+

We will get 10 Ones. We cannot have more than 9 in the Ones place. We add them together to become one package in the Tens place.



10 Ones = 1 Ten

We will get 10 Tens. We cannot have more than 9 in the Tens place. By adding them together, they become one package in the next box and it is called the Hundreds place.



10 Tens = 100
One hundred

The result is 100 and it is read as "a hundred".

Tens Ones

9

9

Tens

Ones

1

Tens

Ones

9

10

Tens

Ones

10

0

Hundreds

Tens

Ones



1

0

0

Ones

أحد

Tens

عشر

Hundreds

مائة

Place value

القيمة المكانية

Value

القيمة العددية

Abacus

المعداد

Ex.



4 Hundreds

5 Tens

8 Ones

4 5 8

Four hundred

fifty

eight

The digit 4 is in the **Hundreds** place, so the **place value** of the digit 4 is **Hundreds** and its value is **400**.

The digit 5 is in the **Tens** place, so the **place value** of the digit 5 is **Tens** and its value is **50**.

The digit 8 is in the **Ones** place, so the **place value** of the digit 8 is **Ones** and its value is **8**.



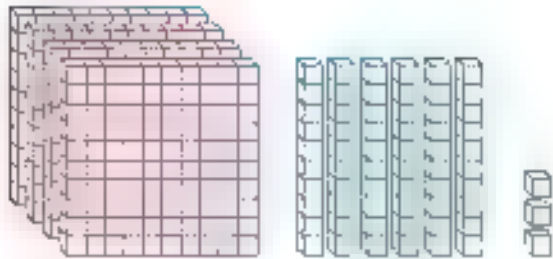
Four hundred fifty-eight



- Help your child remember the place value of 2-digit numbers,

Activity

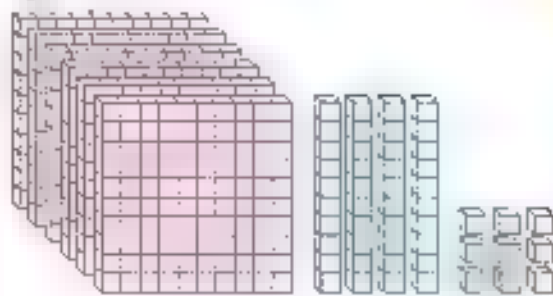
Write the number shown.



$$\boxed{4} \text{ Hundreds} + \boxed{6} \text{ Tens} + \boxed{3} \text{ Ones} \\ = 463$$

Four hundred sixty three

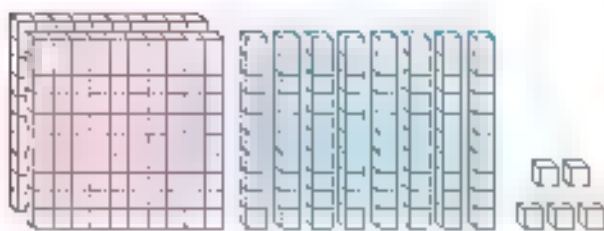
b



$$\boxed{6} \text{ Hundreds} + \boxed{4} \text{ Tens} + \boxed{9} \text{ Ones} \\ = 649$$

Six hundred forty nine

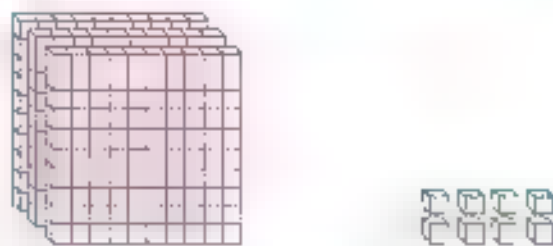
c



$$\boxed{2} \text{ Hundreds} + \boxed{8} \text{ Tens} + \boxed{5} \text{ Ones} \\ = 285$$

Two hundred eighty five

d



$$\boxed{3} \text{ Hundreds} + \boxed{0} \text{ Tens} + \boxed{8} \text{ Ones} \\ = 308$$

Three hundred eight

e



$$\boxed{1} \text{ Hundreds} + \boxed{4} \text{ Tens} + \boxed{0} \text{ Ones} \\ = 140$$

One hundred forty

f



$$\boxed{9} \text{ Hundreds} + \boxed{1} \text{ Tens} + \boxed{2} \text{ Ones} \\ = 912$$

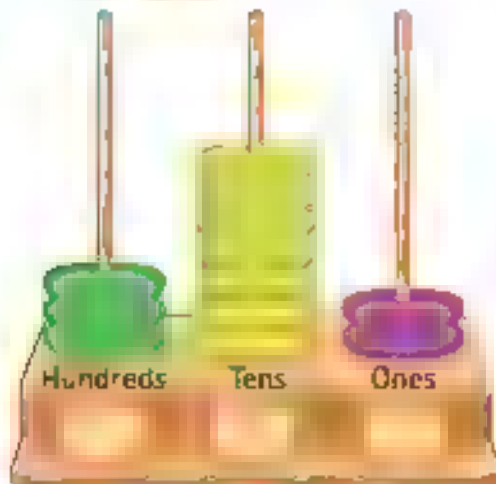
Nine hundred twelve



Activity

Write the number shown on the abacus.

a



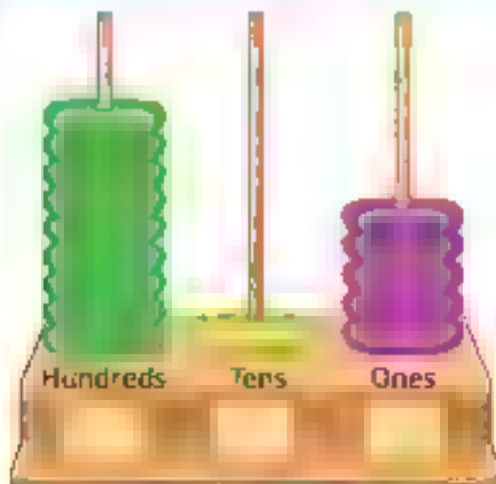
372 Three hundred seventy-two

b



637 Six hundred thirty-seven

c



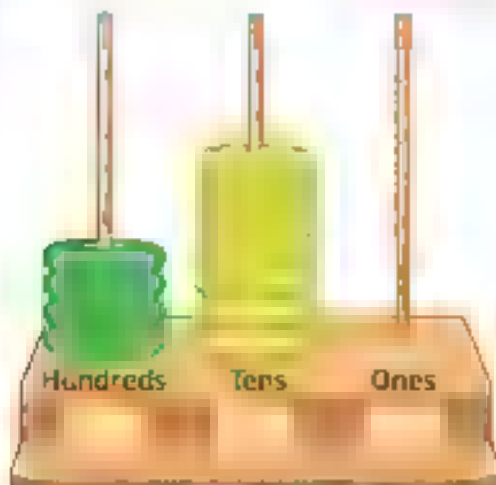
915 Nine hundred fifteen

d



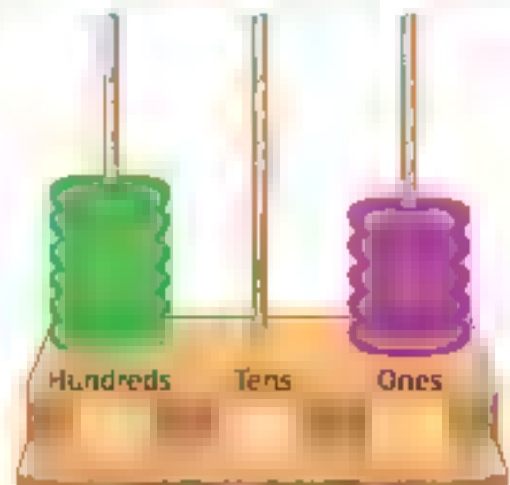
253 Two hundred fifty-three

e



407 Four hundred seventy

f



605 Six hundred five

The Place Value

Place Value

Hundreds

Tens

Ones

↑

5

↓

500

↑

5

↓

50

↑

5

↓

5

Value

>

Ex.

- The **value** of the digit 5 in 358 is 50.
- The **place value** of the digit 5 in 358 is Tens.

Activity

Write the **place value** of the digit 4 in each of the following numbers:

a 564 : Ones

b 648 : Tens

c 485 : Hundreds

d 749 : Tens

e 724 : Ones

f 430 : Hundreds

Activity

Write the **value** of the digit 5 in each of the following numbers.

a 758 : 50

b 598 : 500

c 985 : 5

d 257 : 50

e 985 : 5

f 235 : 5

Activity

Write the **value** and the **place value** of the encircled digit:

Number	Value	Place Value
a 2 58	200	Hundreds
b 2 <u>8</u> 7	80	Tens
c 23 <u>8</u>	8	Ones
d <u>7</u> 2 1	700	Hundreds
e 5 <u>0</u> 2	0	Tens

Activity

Circle the **value** of the underlined digit:

a

356

b

789

c

527

d

963

300 , 30 , 3 800 , 80 , 8 700 , 70 , 7 600 , 60 , 6

e

593

f

127

g

354

h

209

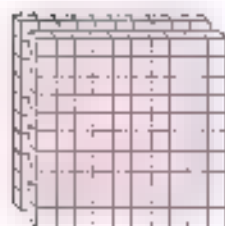
900 , 90 , 9 200 , 20 , 2 400 , 40 , 4 100 , 10 , 0



HOME ACTIVITIES

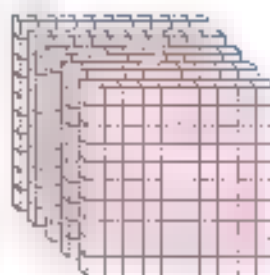
1 Write the number shown.

a



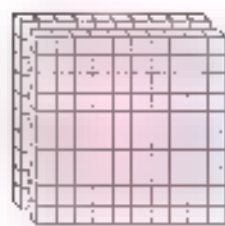
$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 242 \\ & = \text{Two hundred forty two,} \end{aligned}$$

b



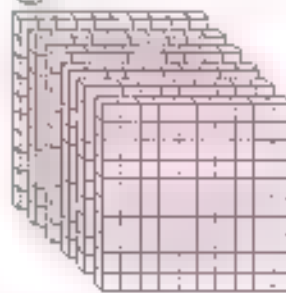
$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 568 \\ & = \text{Five hundred sixty eight,} \end{aligned}$$

c



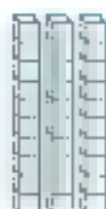
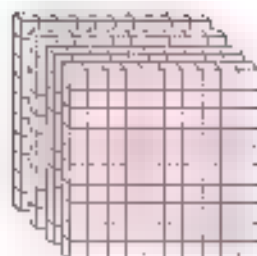
$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 286 \\ & = \text{Two hundred eighty six,} \end{aligned}$$

d



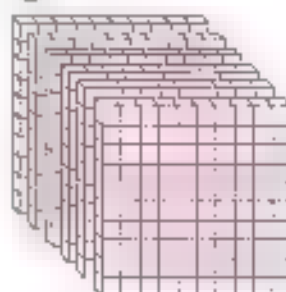
$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 606 \\ & = \text{Six hundred six,} \end{aligned}$$

e



$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 430 \\ & = \text{Four hundred thirty,} \end{aligned}$$

f



$$\begin{aligned} & \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ & = 614 \\ & = \text{Six hundred fourteen,} \end{aligned}$$

g



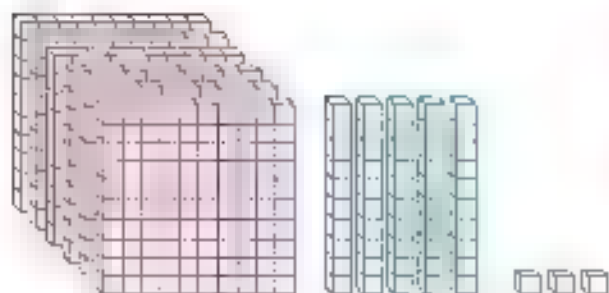
$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 395 \\ = \text{(Three hundred ninety-five)} \end{array}$$

h



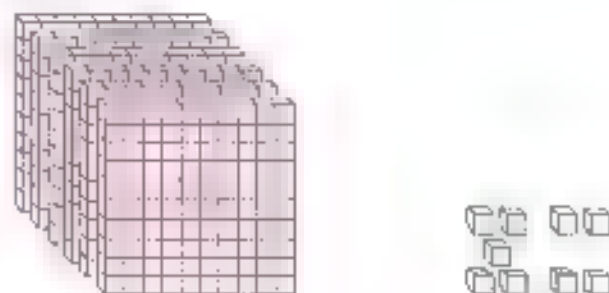
$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 378 \\ = \text{(Three hundred seventy-eight)} \end{array}$$

i



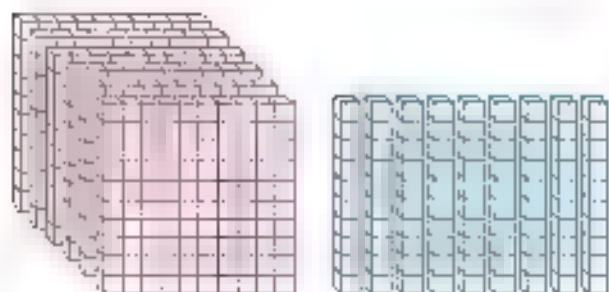
$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 653 \\ = \text{(Six hundred fifty-three)} \end{array}$$

j



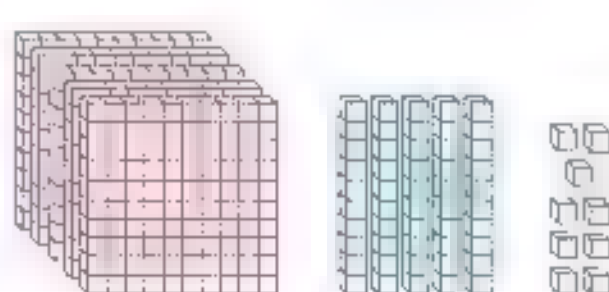
$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 609 \\ = \text{(Six hundred nine)} \end{array}$$

k



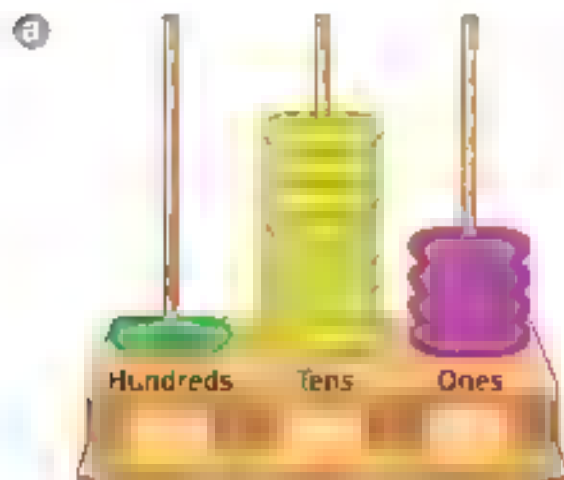
$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 690 \\ = \text{(Six hundred ninety)} \end{array}$$

l

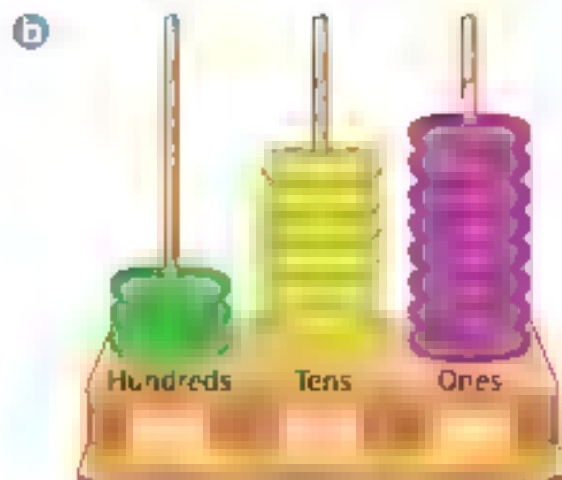


$$\begin{array}{l} \square \text{ Hundreds} + \square \text{ Tens} + \square \text{ Ones} \\ = 559 \\ = \text{(Five hundred fifty-nine)} \end{array}$$

2 Write the number shown on the abacus



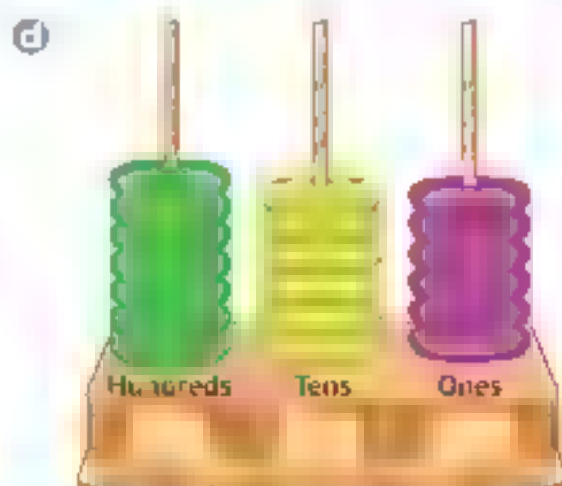
184 One hundred eighty-four



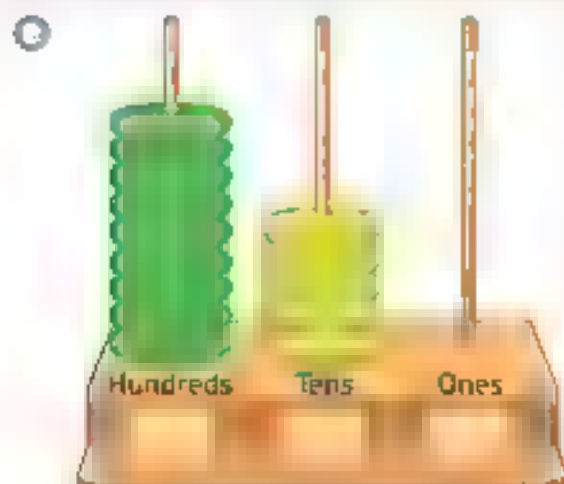
378 Three hundred seventy-eight



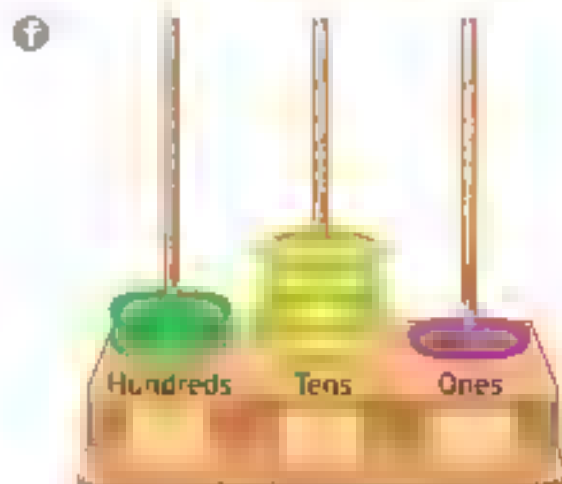
592 Five hundred ninety-two



766 Seven hundred sixty-six

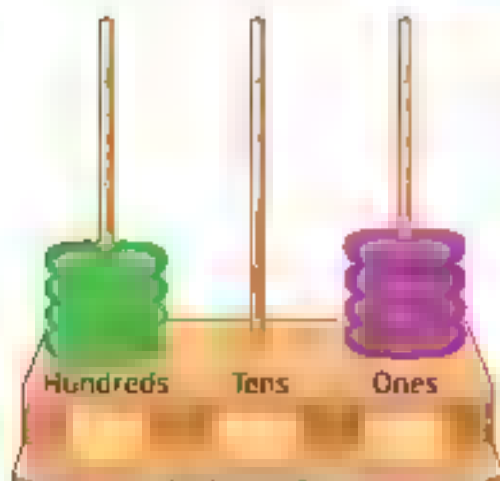


950 Nine hundred fifty



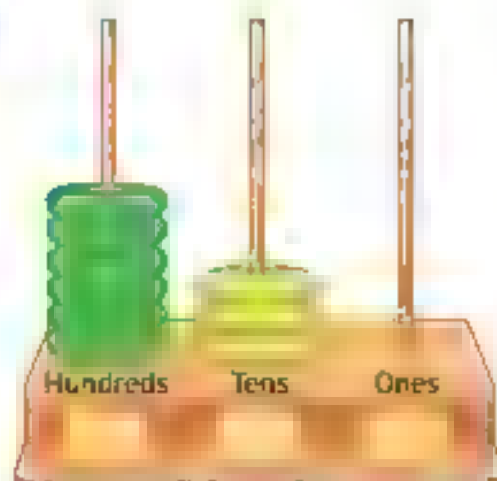
241 Two hundred forty-one

a



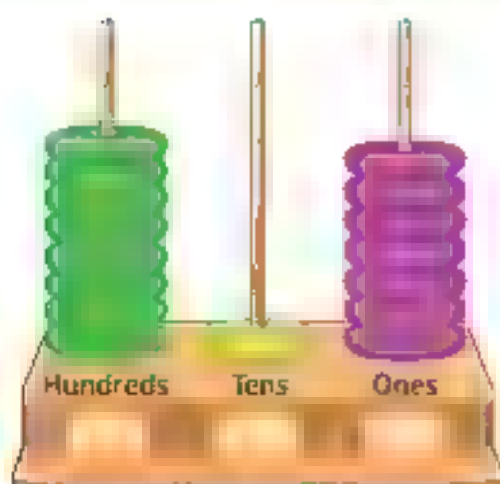
404 Four hundred four

b



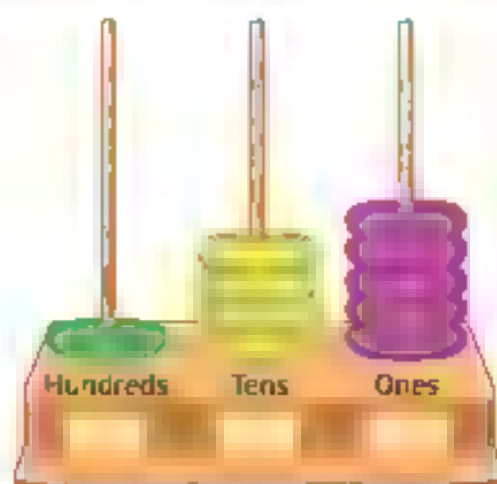
630 Six hundred thirty

c



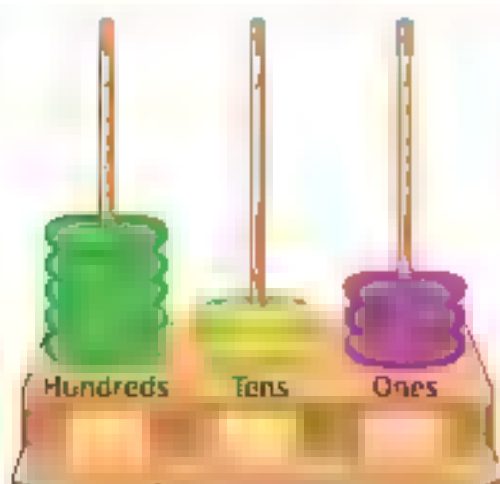
817 Eight hundred seventeen

d



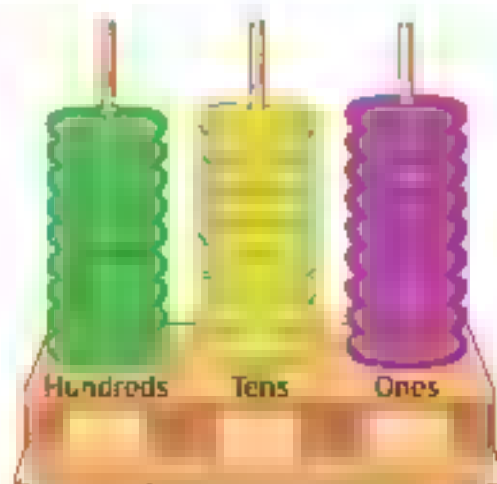
145 One hundred forty-five

e



523 Five hundred twenty-three

f



999 Nine hundred ninety-nine

3 Write the **place value** of the digit 7 in each of the following numbers.

a 753 : ... Hundreds ...

b 573 : ... Tens

c 537 : ... Ones

d 705 : ... hundreds

e 127 : ... Ones ...

f 273 : ... Tens

g 872 : ... Tens

h 597 : ... Ones

i 755 : ... Hundreds

j 788 : ... Hundreds

k 75 : ... Tens

l 37 : ... Ones

4 Write the **value** of the digit 8 in each of the following numbers.

a 528 : ... 8 ...

b 287 : ... 80

c 894 : ... 800

d 850 : ... 800

e 918 : ... 8 ...

f 783 : ... 80

g 328 : ... 8 ...

h 829 : ... 800

i 368 : ... 8 ...

j 85 : ... 80

k 98 : ... 8 ...

l 8 : ... 8

5 Complete.

a The **value** of the digit 5 in 456 is 50

b The **value** of the digit 3 in 963 is 3

c The **value** of the digit 6 in 689 is 600

d The **place value** of the digit 5 in 356 is Tens

e The **place value** of the digit 7 in 761 is Hundreds

f The **place value** of the digit 0 in 509 is Tens

6 Write the **value** and the **place value** of the encircled digit:

Number	Value	Place Value
a 1 59	100	Hundreds
b 3 4 /	40	Tens
c 26(8)	8	Ones
d 2(0)1	0	Tens
e 3 78	300	Hundreds
f 62(0)	0	Ones
g 8 93	800	Hundreds
h 61(7)	7	Ones
i 2 8 0	80	Tens

7 Circle the **value** of the underlined digit.

- | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|
| a <u>5</u> 67
500, 50, 5 | b 2 <u>8</u> 5
200, 20, 2 | c 3 <u>6</u> 8
600, 60, 6 | d 3 <u>7</u> 8
700, 70, 7 |
| e 35 <u>9</u>
900, 90, 9 | f 63 <u>7</u>
700, 70, 7 | g 5 <u>0</u> 7
100, 10, 0 | h 83 <u>0</u>
100, 10, 0 |
| i 7 <u>3</u> 2
200, 20, 2 | j 3 <u>5</u> 6
500, 50, 5 | k <u>9</u> 78
900, 90, 9 | l <u>3</u> 86
300, 30, 0 |
| m 71 <u>4</u>
100, 10, 1 | n 36 <u>9</u>
900, 90, 9 | o <u>1</u> 25
100, 10, 1 | p 94 <u>3</u>
400, 40, 4 |

Accumulative Assessment

5 up to Lesson 2



Choose the correct answer:

- a The **value** of the digit 5 in 562 is **500** (500 ☒ 50 ☐ 5)
- b 6 Tens + 5 Ones + 3 Hundreds = **365** (653 ☐ 365 ☒ 536)
- c $7 + 20 + 600 =$ **627** (726 ☐ 267 ☒ 627)
- d Two hundred sixty five **265** (265 ☒ 562 ☐ 652)
- e 10 Tens = **1** Hundreds (100 ☐ 10 ☒ 1)



Complete the following:

- a $786 =$ **700** + **80** + **6**
- b The **place value** of the digit 8 in 789 is **Tens**
- c **9** Hundreds + **8** Tens + **3** Ones = 983
- d In 396, the digit 3 is in the **Hundreds** place and its value is **300**
- e 627 is read as **Six hundred twenty seven**



Answer the following

1 Find the result

- 1** $25 + 33 =$ **58**
- 2** $48 - 38 =$ **10**
- 3** $85 + 11 =$ **96**
- 4** $69 - 32 =$ **37**

2 Arrange the following numbers in an ascending order

75 , 58 , 92 , 37 , 85

37 , 58 , 75 , 85 , 92

3 Mona has 38 LE and Nada has 51 LE.

How much money do they have all together?

They have = **38** + **51** = **89** LE.

Lessons

3-6

كتابة الأعداد بصيغ مختلفة (الصيغة الرمزية والممتدة، واللفظية)

Remember

Multiples of 10

10

Ten

20

Twenty

30

Thirty

40

Forty

50

Fifty

60

Sixty

70

Seventy

80

Eighty

90

Ninety

Numbers from 11 to 19 (in words)

11

Eleven

12

Twelve

13

Thirteen

14

Fourteen

15

Fifteen

16

Sixteen

17

Seventeen

18

Eighteen

19

Nineteen

Forms for Writing Numbers

Standard Form

الصيغة الممتدة

Word Form

الصيغة اللفظية

Expanded Form

الصيغة الرمزية

Ex.

Standard Form	Word Form	Expanded Form
538	Five hundred thirty-eight	$500 + 30 + 8$
604	Six hundred four	$600 + 4$
960	Nine hundred sixty	$900 + 60$

Standard form

الصيغة الرمزية

Expanded form

الصيغة الممتدة

Word form

الصيغة اللفظية

Activity

Complete the following table:

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	$400 + 30 + 9$
621	Six hundred twenty-one	$600 + 20 + 1$
907	Nine hundred seven	$900 + 7$
216	Two hundred sixteen	$200 + 10 + 6$
602	Six hundred two	$600 + 2$
950	Nine hundred fifty	$900 + 50$

Activity

Complete the following.

Ⓐ 5 Hundreds + 2 Tens + 3 Ones = 523, and the number is read as (Five hundred twenty-three)

Ⓑ 5 Tens + 3 Ones + 7 Hundreds = 753, and the number is read as (Seven hundred fifty-three)

Ⓒ 3 Hundreds + 4 Ones = 304, and the number is read as (Three hundred four)

Ⓓ 8 Hundreds + 9 Tens + 6 Ones = 896, and the number is read as: ... (Eight hundred ninety-six)

Ⓔ 3 Tens + 7 Hundreds + 2 Ones = 732, and the number is read as (Seven hundred thirty-two)

Ⓕ 2 Tens + 9 Hundreds + 5 Ones = 925, and the number is read as: Nine hundred twenty-five.

Activity

Complete the following.

a $876 = 800 + 70 + 6$

b $789 = 700 + 80 + 9$

c $258 = 200 + 50 + 8$

d $697 = 600 + 90 + 7$

e $59 = 500 + 90 + 7$

f $642 = 600 + 40 + 2$

g $230 = 200 + 30$

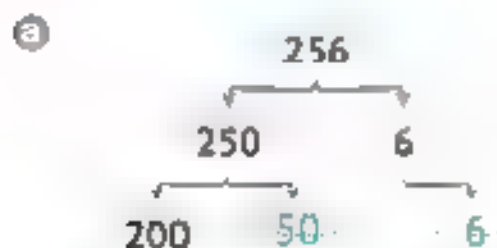
h $605 = 600 + 5$

i $405 = 400 + \dots 5$

j $380 = 300 + 80$

Activity

Complete the following:

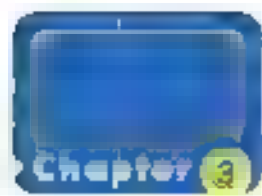




HOME ACTIVITIES

1 Complete the following table

Standard Form	Word Form	Expanded Form
532	Five hundred thirty two	$500 + 30 + 2$
279	Two hundred seventy nine	$200 + 70 + 9$
748	Seven hundred forty eight	$700 + 40 + 8$
360	Three hundred sixty	$300 + 60$
758	Seven hundred fifty eight	$700 + 50 + 8$
329	Three hundred twenty nine	$300 + 20 + 9$
215	Two hundred fifteen	$200 + 10 + 5$
518	Five hundred eighteen	$500 + 10 + 8$
816	Eight hundred sixteen	$800 + 10 + 6$
212	Two hundred twelve	$200 + 10 + 2$
713	Seven hundred thirteen	$700 + 10 + 3$
919	Nine hundred nineteen	$900 + 10 + 9$
905	Nine hundred five	$900 + 5$
704	Seven hundred four	$700 + 4$
860	Eight hundred sixty	$800 + 60$
407	Four hundred seven	$400 + 7$
390	Three hundred ninety	$300 + 90$
801	Eight hundred one	$800 + 1$



2 Complete the following

Ⓐ 7 Hundreds + 3 Tens + 4 Ones = 734, and the number is read as
(Seven hundred thirty four)

Ⓑ 5 Hundreds + 6 Tens + 2 Ones = 562, and the number is read as
(Five hundred sixty-two)

Ⓒ 4 Hundreds + 5 Tens + 1 Ones = 451, and the number is read as
(Four hundred fifty-one)

Ⓓ 3 Hundreds + 7 Ones + 5 Tens = 357, and the number is read as
(Three hundred fifty seven)

Ⓔ 9 Hundreds + 6 Ones + 2 Tens = 926, and the number is read as
(Nine hundred twenty six)

Ⓕ 2 Ones + 6 Tens + 4 Hundreds = 462, and the number is read as
(Four hundred sixty two)

Ⓖ 9 Hundreds + 8 Ones = 908, and the number is read as
(Nine hundred eight)

Ⓗ 5 Hundreds + 3 Tens = 530, and the number is read as
(Five hundred thirty)

Ⓘ 3 Tens + 6 Hundreds = 630, and the number is read as
(Six hundred thirty)

Ⓙ 8 Hundreds = 800, and the number is read as
(Eight hundred)

3 Complete the following

- Ⓐ $9 \text{ Hundreds} + 6 \text{ Tens} + 5 \text{ Ones} = 965$, and the number is read as: (Nine hundred sixty-five)
- Ⓑ $5 \text{ Hundreds} + 7 \text{ Tens} + 9 \text{ Ones} = 579$, and the number is read as: (Five hundred seventy-nine)
- Ⓒ $2 \text{ Hundreds} + 3 \text{ Tens} + 9 \text{ Ones} = 239$, and the number is read as: (Two hundred thirty-nine)
- Ⓓ $8 \text{ Ones} + 6 \text{ Hundreds} + 0 \text{ Tens} = 608$, and the number is read as: (Six hundred eight)
- Ⓔ $3 \text{ Tens} + 8 \text{ Hundreds} + 0 \text{ Ones} = 830$, and the number is read as: (Eight hundred thirty)
- Ⓕ $5 \text{ Hundreds} + 2 \text{ Tens} + 4 \text{ Ones} = 524$, and the number is read as: Five hundred twenty-four.
- Ⓖ $7 \text{ Hundreds} + 1 \text{ Tens} + 5 \text{ Ones} = 715$, and the number is read as: Seven hundred fifteen.
- Ⓗ $7 \text{ Tens} + 1 \text{ Ones} + 2 \text{ Hundreds} = 271$, and the number is read as: Two hundred seventy-one.
- Ⓘ $9 \text{ Ones} + 9 \text{ Hundreds} + 9 \text{ Tens} = 999$, and the number is read as: Nine hundred ninety-nine.
- Ⓢ $5 \text{ Tens} + 2 \text{ Hundreds} + 0 \text{ Ones} = 250$, and the number is read as: Two hundred fifty.

4 Complete.

a $563 = 500 + 60 + 3$

c $789 = 700 + 80 + 9$

e $608 = 600 + 8$

g $870 = 800 + 70$

i $736 = 700 + 30 + 6$

k $532 = 500 + 30 + 2$

m $825 = 20 + 800 + 5$

o $520 = 500 + 20$

q $209 = 200 + 9$

s $365 = 60 + 5 + 300$

b $367 = 300 + 60 + 7$

d $279 = 200 + 70 + 9$

f $290 = 200 + 90$

h $307 = 300 + 7$

j $278 = 200 + 70 + 8$

l $732 = 700 + 30 + 2$

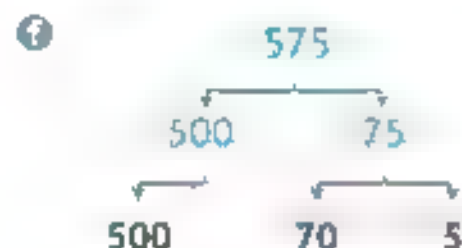
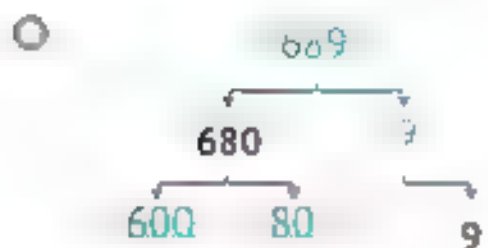
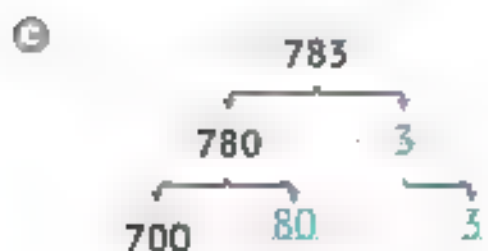
n $694 = 600 + 4 + 90$

p $703 = 700 + 3$

r $580 = 500 + 80$

t $265 = 5 + 200 + 60$

5 Complete:



Accumulative Assessment

6 up to Lesson 6



Choose the correct answer:

- a 6 Hundreds + 5 Ones + 7 Tens = 675 (657 or 675 or 576)
- b Two hundred fifteen = 215 (215 or 250 or 251)
- c The value of 5 in 75 is 5 (5 or 50 or 15)
- d The greatest 2 digit number is 99 (10 or 90 or 99)
- e $2 + 500 = 502$ (205 or 502 or 250)



Complete the following:

- a 7 Hundreds + 9 Tens + 8 Ones = 798
- b 798 is read as Seven hundred ninety eight
- c The place value of 7 in 78 is Tens
- d The smallest number formed from 7 and 3 is 37
- e 7 Tens + 3 Hundreds = 370



Answer the following

1 Find the result:

$$\begin{array}{r} 1. \quad 5 \\ + \quad 8 \\ \hline \end{array}$$

$$13$$

$$\begin{array}{r} 2. \quad 6 \\ + \quad 9 \\ \hline \end{array}$$

$$15$$

$$\begin{array}{r} 3. \quad 15 \\ - \quad 7 \\ \hline \end{array}$$

$$8$$

$$\begin{array}{r} 4. \quad 16 \\ - \quad 9 \\ \hline \end{array}$$

$$7$$

2 Use the Make a Ten mental math strategy to find the result

$$1 \quad 8 + 7 = 8 + 2 + 5 = 10 + 5 = 15$$

$$2 \quad 13 - 9 = 13 - 3 - 6 = 10 - 6 = 4$$

3 Hesham had 79 LE. He bought a ball for 36 LE

Find the remaining money with him.

$$\text{The remainder} = 79 - 36 = 43 \text{ LE}$$

Lessons 7&8

مقارنة الأعداد

Learn

- 1 • To obtain the **largest number** of given digits
 - We put the **largest digit** in the **Hundreds** place, the **smallest digit** in the **Tens** place, and the **smallest digit** in the **Ones** place
 - نحصل على أكبر عدد من الأرقام المعطاة في كل مسألة نضع أكبر رقم في حانة المئات والأصغر منه في حانة العشرات والأصغر عنهما في حانة الآحاد.
- 2 • To obtain the **smallest number** of given digits
 - We put the **smallest digit** in the **Hundreds** place, the **larger digit** in the **Tens** place, and the **largest digit** in the **Ones** place
 - نحصل على أصغر عدد من الأرقام المعطاة في كل مسألة نضع أصغر رقم في حانة مئات و بزر رقم الأكبر منه في حانة العشرات و لأكبر منهما في حانة الآحاد.

Ex. Write all numbers that can be formed from the following digits:

5 3 7

537 573 357 375 753 735

- The greatest number is 753
- The smallest number is 357

Ex.

The **greatest** number formed from the digits, 5, 4 and 8 is 854

The **smallest** number formed from the digits, 5, 4 and 8 is 458

The **smallest** number formed from the digits: 5, 4 and 0 is 405

Comparing	مقارنة	Symbol	رمز	less than (<)	أقل من
Greater than (>)	أكبر من	Equal to (=)	يساوي		

Activity

Write all numbers that can be formed from the following digits:

(8) (3) (6)

836 , 863 , 638 , 683 , 368 , 386

- The greatest number is 863 . The smallest number is 368

Important Note

100	3 digit number s	—	—	3 digit number is	999
111	3 same digit number s	The smallest	The greatest	3 same digit number is	999
102	3 different digit number s			3 different digit number s	987



Note:

- To get a 3-digit number with only 2 digits
- If the required is the largest number we repeat the largest digit
- If the required is the smallest number we repeat the smallest digit

Ex. From the digits 5 and 3:

- The largest 3-digit number is 553
- The smallest 3-digit number is 335

Activity

Complete:

- The greatest number formed from the digits 5, 8 and 7 is 875
- The smallest number formed from the digits 7, 9 and 5 is 579
- The greatest number formed from the digits 4, 0 and 9 is 940
- The smallest number formed from the digits 5, 0 and 8 is 508
- The greatest 3-digit number formed from the digits 5 and 8 is 885
- The smallest 3-digit number formed from the digits 9 and 6 is 669

Rules for Comparing Two Numbers

Rule	Example
Any 3 digit number is greater than any 2 digit number.	$325 > 89$
The greater number is the number whose Hundreds are greater.	$138 < 589$ $402 > 397$
If the Hundreds are equal, then the greater number is the number whose Tens are greater	$529 < 571$ $872 > 839$
If the Hundreds and Tens are equal, then the greater number is the number whose Ones are greater.	$523 > 521$ $683 < 687$
If the Hundreds , Tens , and Ones are equal, then the two numbers are equal.	$123 = 123$ $560 = 560$

Activity

Complete using ($<$, $=$ or $>$).

a $254 < 302$

g $200 + 50 + 8 = 258$

b $487 < 492$

h $3 + 80 + 500 > 385$

c $785 > 783$

i 5 Hundreds = 50 Tens

d $708 > 598$

j 3 Hundreds + 5 Ones $<$ 350

e $387 < 783$

k 7 Tens + 8 Hundreds $>$ 780

f $103 = 103$

l 2 Hundreds + 6 Ones $>$ 2 + 6



HOME ACTIVITIES

1 Write all numbers that can be formed from the following digits:

a

5 1 7

517 , 571 , 715 , 751 , 157 , 175

• The **greatest** number is: 751

• The **smallest** number is: 157

b

6 9 8

698 , 689 , 869 , 896 , 968 , 986

• The **greatest** number is: 986

• The **smallest** number is: 689

c

3 7 2

372 , 327 , 723 , 732 , 237 , 273

• The **greatest** number is: 732

• The **smallest** number is: 237

d

5 4 2

542 , 524 , 425 , 452 , 245 , 254

• The **greatest** number is: 542

• The **smallest** number is: 245

2 Complete

- a The **greatest** 3-digit number is 999
- b The **greatest** 3-same-digit number is 999
- c The **greatest** 3-different-digit number is 987
- d The **smallest** 3-digit number is 100
- e The **smallest** 3-same-digit number is 111
- f The **smallest** 3-different-digit number is 102

3 Complete

- a The **greatest** number formed from the digits 2, 5 and 7 is 752
- b The **greatest** number formed from the digits 7, 2 and 8 is 872
- c The **greatest** number formed from the digits 7, 9 and 3 is 973
- d The **greatest** number formed from the digits 0, 8 and 1 is 810
- e The **greatest** number formed from the digits 7, 0 and 3 is 730
- f The **greatest** 3-digit number formed from the digits 6 and 7 is 766
- g The **greatest** 3-digit number formed from the digits 2 and 8 is 882
- h The **smallest** number formed from the digits 5, 3 and 9 is 359
- i The **smallest** number formed from the digits 9, 1 and 5 is 159
- j The **smallest** number formed from the digits 3, 8 and 4 is 348
- k The **smallest** number formed from the digits 7, 0 and 5 is 507
- l The **smallest** number formed from the digits 8, 0 and 9 is 809
- m The **smallest** 3-digit number formed from the digits 2 and 9 is 229
- n The **smallest** 3-digit number formed from the digits 6 and 5 is 556

4 Complete using (<, = or >).

a $456 < 821$

b $215 < 512$

c $687 < 691$

d $390 < 691$

e $860 > 680$

f $566 < 569$

g $215 = 215$

h $614 < 641$

i $548 > 543$

j $982 > 927$

k $724 > 720$

l $300 + 70 + 6 > 367$

m $800 + 80 + 5 > 858$

n $2 + 70 + 900 > 279$

o $200 + 70 + 9 = 279$

p $4 + 30 + 700 > 437$

q $800 + 3 + 90 > 839$

r $3 \text{ Hundreds} = 30 \text{ Tens}$

s $5 \text{ Hundreds} > 50 \text{ Ones}$

t $80 \text{ Tens} > 80 \text{ Ones}$

u $3 \text{ Hundreds} + 5 \text{ Tens} > 305$

v $6 \text{ Hundreds} + 3 \text{ Ones} = 603$

w $5 \text{ Hundreds} + 7 \text{ Tens} = 570$

Accumulative Assessment

7

up to Lesson 8



Choose the correct answer:

- a) The greatest 3 digit number is 399 (999 or 900 or 100)
- b) $452 > 451$ (451 or 524 or 453)
- c) 8 Tens + 3 Hundreds = 380 (830 or 803 or 380)
- d) Six hundred sixty = 660 (660 or 616 or 606)
- e) $9 + 8 = 8 + 8 + 1$ ($9 + 9 + 1$ or $8 + 8 + 1$ or $1 + 8 + 1$)



Complete the following:

- a) The smallest number formed from 5, 0 and 3 is 305
- b) $12 - 5 = 10 - \dots - 3$
- c) 9 Tens + 5 Ones + 2 Hundreds = 295
- d) 236 , 237 , 238 , ... 239 ... 240 ... 241
- e) $500 + 8 + 70 = 578$



Answer the following.

a) Complete using (<, = or >):

1) $568 < 586$

2) 3 Hundreds + 5 Ones = $300 + 50$

3) $892 > 849$

4) $500 + 70 + 6 = 500 + 76$

b) Write all numbers that can be formed from the digits 5, 3 and 7

357 , 375 , 537 , 573 , 735 , 753

1) The greatest number is 753 2) The smallest number is 357

c) Write the greatest and the smallest numbers formed from the digits 5, 8 and 0.

1) The greatest number is 850 2) The smallest number is 508

d) Write the greatest and the smallest 3-digit numbers formed from the digits 9 and 3.

1) The greatest number is 993 2) The smallest number is 339

Lessons

9&10

ترتيب الأعداد

9&10

Before and After

Ex.

- The number 245 comes right **after** 244.
- The number that comes right **after** 244 is 245
- The number 317 comes right **before** 318
- The number that comes right **before** 318 is 317.

Activity

The number that comes just **after**:

- | | | | |
|----------|-----|----------|-----|
| a 354 is | 355 | b 568 is | 569 |
| c 540 is | 541 | d 309 is | 310 |
| e 809 is | 810 | f 99 is | 100 |

Activity

The number that comes just **before**:

- | | | | |
|----------|-----|----------|-----|
| a 543 is | 542 | b 680 is | 579 |
| c 211 is | 210 | d 600 is | 599 |
| e 810 is | 809 | f 100 is | 99 |

Activity

Complete

- The number that comes just **after** 256 is 257
- The number that comes just **before** 760 is 759
- The number 300 comes just **after** 299
- The number 300 comes just **before** 301
- The number 699 comes just **before** 700.
- The number 300 comes just **after** 299

The number that comes
just after

Ascending order

العدد الذي بعده

الترتيب التصاعدي

The number that comes
just before

Descending order

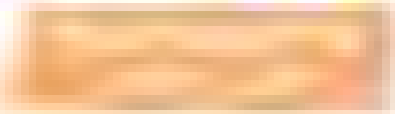
العدد السابق منه

الترتيب التنازلي

Arranging the Numbers up to 999



From the **smallest** number
to the **greatest** number
من العدد الأصغر إلى العدد الأكبر



From the **greatest** number
to the **smallest** number
من العدد الأكبر إلى العدد الأصغر



- For arranging numbers, the same steps for comparing between two numbers are followed
نرتب الأعداد نضع نفس قواعدهم مقارنة بين عددين

Activity

Arrange each group of the following numbers in ascending and descending orders.

a 356 , 567 , 982 , 214 , 548

- Ascending order: 214 , 356 , 548 , 567 , 982
- Descending order: 982 , 567 , 548 , 356 , 214

b 728 , 287 , 872 , 278 , 782

- Ascending order: 278 , 287 , 728 , 782 , 872
- Descending order: 872 , 782 , 728 , 287 , 278

Activity

Write all numbers that can be formed from the digits 8, 7 and 3, then arrange them in ascending and descending orders.

378 , 387 , 738 , 783 , 873 , 837

- Ascending order: 378 , 387 , 738 , 783 , 837 , 873
- Descending order: 873 , 837 , 783 , 738 , 387 , 378



HOME ACTIVITIES

1 The number that comes just after.

- | | | | |
|----------|-----|----------|-----|
| a 315 is | 316 | b 456 is | 457 |
| c 719 is | 720 | d 528 is | 529 |
| e 647 is | 648 | f 799 is | 800 |
| g 499 is | 500 | h 699 is | 700 |
| i 432 is | 433 | j 698 is | 699 |
| k 379 is | 380 | l 899 is | 900 |
| m 600 is | 601 | n 230 is | 231 |
| o 809 is | 810 | p 503 is | 504 |
| q 711 is | 712 | r 995 is | 996 |
| s 401 is | 402 | t 100 is | 101 |

2 The number that comes just before.

- | | | | |
|----------|-----|----------|-----|
| a 782 is | 781 | b 628 is | 627 |
| c 405 is | 404 | d 450 is | 449 |
| e 600 is | 599 | f 789 is | 788 |
| g 200 is | 199 | h 317 is | 316 |
| i 700 is | 699 | j 660 is | 659 |
| k 100 is | 99 | l 803 is | 802 |
| m 468 is | 467 | n 748 is | 747 |
| o 102 is | 101 | p 367 is | 366 |
| q 810 is | 809 | r 630 is | 629 |
| s 999 is | 998 | t 500 is | 499 |

3 Complete.

- a The number that comes just **after** 357 is 358
- b The number that comes just **after** 259 is 260
- c The number that comes just **after** 699 is 700
- d The number that comes just **after** 99 is 100
- e The number 568 comes just **after** 567
- f The number 600 comes just **after** 599
- g The number 980 comes just **after** 979
- h The number 659 comes just **after** 657
- i The number 320 comes just **after** 319
- j The number 801 comes just **after** 800
- k The number that comes just **before** 271 is 270
- l The number that comes just **before** 200 is 199
- m The number that comes just **before** 840 is 839
- n The number that comes just **before** 100 is 99
- o The number 729 comes just **before** 730
- p The number 399 comes just **before** 400
- q The number 527 comes just **before** 528
- r The number 656 comes just **before** 657
- s The number 519 comes just **before** 520
- t The number 599 comes just **before** 600

4 Arrange each group of the following numbers in **ascending** and **descending** orders:

a 564 , 645 , 456 , 654 , 546

- **Ascending order** 456 , 546 , 564 , 645 , 654
- **Descending order** 654 , 645 , 564 , 546 , 456

b 215 , 674 , 548 , 384 , 678

- **Ascending order** 215 , 384 , 548 , 674 , 678
- **Descending order** 678 , 674 , 548 , 384 , 215

c 105 , 501 , 150 , 510 , 500

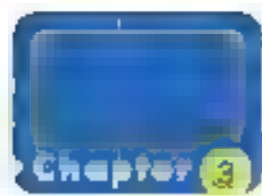
- **Ascending order** 105 , 150 , 500 , 501 , 510
- **Descending order** 510 , 501 , 500 , 150 , 105

d 808 , 880 , 80 , 888 , 800

- **Ascending order** 80 , 800 , 808 , 880 , 888
- **Descending order** 888 , 880 , 808 , 800 , 80

e 205 , 25 , 520 , 52 , 502

- **Ascending order** 25 , 52 , 205 , 502 , 520
- **Descending order** 520 , 502 , 205 , 52 , 25



- 5 Write all numbers that can be formed from the digits 3, 6 and 7, then arrange them in ascending and descending orders

367 , 376 , 637 , 673 , 736 , 763

- Ascending order:

367 , 376 , 637 , 673 , 736 , 763

- Descending order:

763 , 736 , 673 , 637 , 376 , 367

- 6 Write all numbers that can be formed from the digits 7, 2 and 4, then arrange them in ascending and descending orders

247 , 274 , 427 , 472 , 742 , 724

- Ascending order:

247 , 274 , 427 , 472 , 724 , 742

- Descending order:

742 , 724 , 472 , 427 , 274 , 247

- 7 Write all numbers that can be formed from the digits 5, 1 and 8, then arrange them in ascending and descending orders.

158 , 185 , 518 , 581 , 815 , 851

- Ascending order:

158 , 185 , 518 , 581 , 815 , 851

- Descending order:

851 , 815 , 581 , 518 , 185 , 158

Accumulative Assessment

8

up to Lesson 10



Choose the correct answer:

- a The **smallest** 3-digit number is 100 (100 ☒ 102 ☐ 999)
- b Five hundred twenty = 520 (502 ☐ 520 ☒ 512)
- c 60 Tens = 600 (5 ☐ 60 ☐ 600)
- d $452 > 450$ (455 ☐ 450 ☐ 456)
- e $400 + 50 = 450$ (405 ☐ 9 ☐ 450)



Complete the following:

- a The **smallest** number formed from the digits 0, 9 and 5 is 509
- b $40 + 700 + 8 = \dots$ 748
- c 8 Tens + 5 Ones + 7 Hundreds = 785
- d The **greatest** 3-digit number is 950
- e The number that comes last after 259 is 260



Answer the following

1 Complete using (<, = or >):

1 $347 > 289$

2 5 Hundreds + 9 Tens = $500 + 90$

3 $708 < 780$

4 $4 + 50 + 300 < 400 + 53$

5 Arrange the following numbers in an ascending order

440 , 40 , 404 , 44 , 400

• 40 , 44 , 400 , 404 , 440

6 Write all numbers that can be formed from the digits 5, 7 and 3, then arrange them in an ascending order

1 The numbers are 357 , 375 , 735 , 753 , 573 , 537

2 Ascending order 357 , 375 , 537 , 573 , 735 , 753

Assessment on Chapter 3



Choose the correct answer:

- a The **value** of 3 in 239 is **30** { 3 or 30 or 300 }
- b Three hundred thirty = **330** { 303 or 330 or 313 }
- c The **greatest** 3 digit number is **999** { 100 or 987 or 999 }
- d $524 > 400 + 20 + 5$ { $>$ or $=$ or $<$ }
- e 267 comes just **after** **266** { 266 or 268 or 257 }

Complete the following

- a $259 = 59 + \dots$ **200**
- b The **smallest** number formed from the digits 3, 0, 5 is **305**
- c The **place value** of the digit 4 in 455 is **Four Hundreds**
- d 4 Tens + 5 Hundreds = **540** and it is read as **five hundred forty**
- e 60 Tens = **6** Hundreds

Answer the following.

Arrange the following numbers in a descending order:

490 , 940 , 94 , 400 , 900

• 940 , 900 , 490 , 400 , 94

Arrange the following numbers in an ascending order:

500 , 205 , 502 , 200 , 25

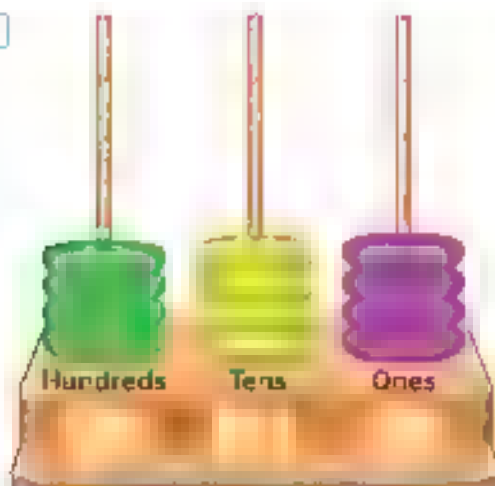
• 25 , 200 , 205 , 500 , 502

Who am I?

- 1 I am a number with my Tens digit = 9 and my Hundreds digit is equal to my Ones digit which is 4 (494)
- 2 I am a number with my Tens digit = half my Ones digit, and my Hundreds digit is twice my Ones digit. My Ones digit is 4 (824)
- 3 I am a 3 same digit number with a sum of 9 (333)

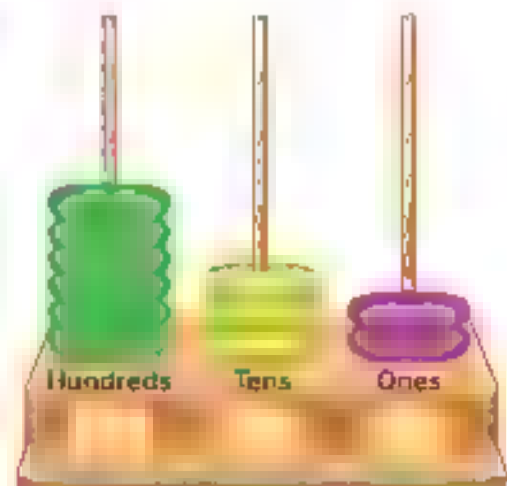
Write the number shown on the abacus.

1



444 Four hundred forty four

2



632 Six hundred thirty two,

احرص على اقتناء كتاب

الأستاذ

في
اللغة العربية
الصف الثاني الابتدائي

Chapter 4

Chapter Lessons

???



Lessons 1&2 Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Outcomes

- Participating in Calendar Math Activities
- Explaining the Commutative Property of Addition
- Applying mental math strategies to solve addition and subtraction problems.

Lesson 3 Decomposing Numbers Into Ones and Tens

Outcomes

- Participating in Calendar Math Activities.
- Decomposing 2-digit numbers into Tens and Ones

Lessons 4&5 Adding and Subtracting Without Regrouping

Outcomes

- Participating in Calendar Math Activities.
- Adding two 2-digit numbers without regrouping.
- Decomposing 2-digit numbers to solve addition story problems
- Subtracting 2-digit numbers without regrouping
- Decomposing 2-digit numbers to solve subtraction story problems.

Lessons 6&7 Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Outcomes

- Participating in Calendar Math Activities
- Using place value to estimate sums and differences.
- Solving 2-digit addition and subtraction problems without regrouping
- Decomposing 2-digit numbers to solve addition problems.

Lessons 8-10 Adding by Regrouping Ones

Outcomes

- Participating in Calendar Math Activities
- Decomposing 2-digit numbers to solve addition problems
- Model regrouping using pictures or manipulatives
- Mentally calculating sums of two 1-digit numbers
- Solving 2-digit addition problems with and without regrouping.
- Collaborating to add four 2-digit numbers

1&2

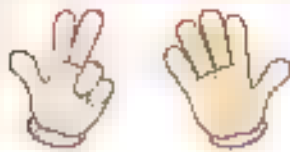
Commutative Property in Addition - More of Mental Applications on Adding and Subtracting

خاصية التباديل في عملية الجمع - المزيد من التطبيقات الذهنية على الجمع والطرح

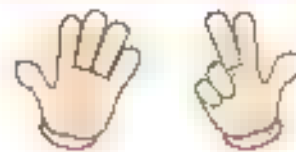
1&2

Learn

Commutative Property of Addition



$$3 + 5 = 8$$



$$5 + 3 = 8$$

$$\text{So, } 3 + 5 = 5 + 3$$

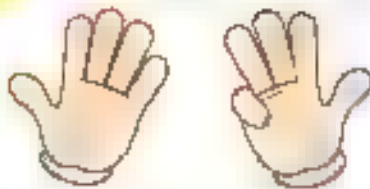
The result of adding two numbers does not change by changing their order.

النتيجة لجمع عددين لا تتغير بتغيير ترتيبهما.

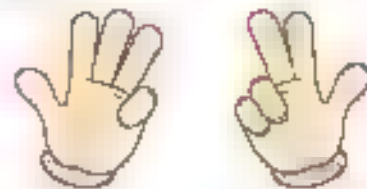
Activity

Add, as in the example:

Ex.

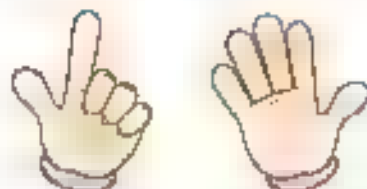


$$\begin{array}{rcll} 5 & + & 4 & = & 9 \\ 4 & + & 5 & = & 9 \end{array}$$



$$\begin{array}{rcll} 4 & + & 3 & = & 7 \\ 3 & + & 4 & = & 7 \end{array}$$

b

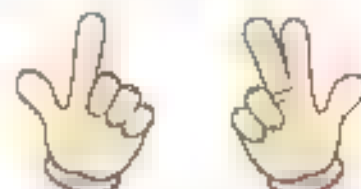


$$\begin{array}{rcll} 2 & + & 5 & = & 7 \\ 5 & + & 2 & = & 7 \end{array}$$

Addition properties

خواص عملية الجمع

c



$$\begin{array}{rcll} 2 & + & 3 & = & 5 \\ 3 & + & 2 & = & 5 \end{array}$$

Commutative Property

خاصية التبادل

Activity

Use the dice as shown in the drawing. Roll each die three times and write the numbers shown on the top side in the boxes below. Then find the result.

a



5



1

+



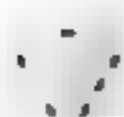
4

=

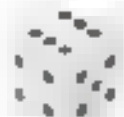
5

5

b



1



6

+



2

=

1

8

c



2



2

+



6

=

2

8

d



6



3

-



4

=

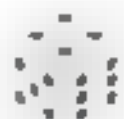
5

9

e



1



4

-



6

=

0

8

Adding and Subtracting Two Numbers Using the Counting Strategy

Counting On from the largest number to add:

1. Put the **largest** number in your mind.
2. Represent the **smallest** number using your fingers.
3. Count on your fingers **after** the number you have in your mind.

Ex. Add: $74 + 5$

- ① $74 \rightarrow$ in your mind.
- ② $5 \rightarrow$ on your fingers.
- ③ Count after 74 by 5



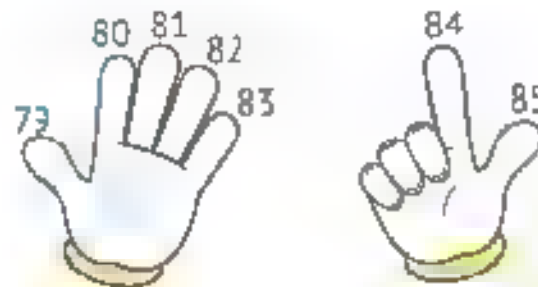
Then $74 + 5 = 79$

Counting Back to subtract:

1. Put the **largest** number in your mind.
2. Represent the **smallest** number using your fingers.
3. Count on your fingers **before** the number you have in your mind.

Ex. Subtract: $86 - 7$

- ① $86 \rightarrow$ in your mind.
- ② $7 \rightarrow$ on your fingers.
- ③ Count before 86 by 7



Then $86 - 7 = 79$

Activity

Complete (as in the example).

Ex. $6 + 5 = 5 + 6 = 11$

a $4 + 3 = 3 + 4 = 7$

b $8 + 7 = 7 + 8 = 15$

c $2 + 4 = 4 + 2 = 6$

d $9 + 1 = 1 + 9 = 10$

e $8 + 6 = 6 + 8 = 14$

f $2 + 3 = 3 + 2 = 5$

Activity

Find the sum.

a
$$\begin{array}{r} 34 \\ + 7 \\ \hline 41 \end{array}$$

b
$$\begin{array}{r} 65 \\ + 3 \\ \hline 68 \end{array}$$

c
$$\begin{array}{r} 82 \\ + 5 \\ \hline 87 \end{array}$$

d
$$\begin{array}{r} 3 \\ + 97 \\ \hline 100 \end{array}$$

e
$$\begin{array}{r} 2 \\ + 46 \\ \hline 48 \end{array}$$

f
$$\begin{array}{r} 8 \\ + 71 \\ \hline 79 \end{array}$$

Activity

Find the difference:

a
$$\begin{array}{r} 85 \\ - 7 \\ \hline 78 \end{array}$$

b
$$\begin{array}{r} 93 \\ - 6 \\ \hline 87 \end{array}$$

c
$$\begin{array}{r} 62 \\ - 5 \\ \hline 57 \end{array}$$

d
$$\begin{array}{r} 34 \\ - 7 \\ \hline 27 \end{array}$$

e
$$\begin{array}{r} 89 \\ - 2 \\ \hline 87 \end{array}$$

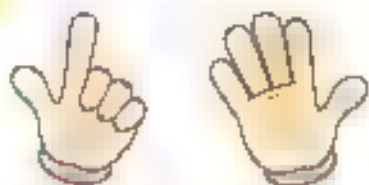
f
$$\begin{array}{r} 50 \\ - 9 \\ \hline 41 \end{array}$$



ORAL ACTIVITIES

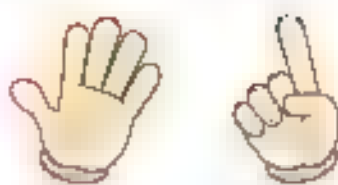
1 Add, as in the example:

Ex.



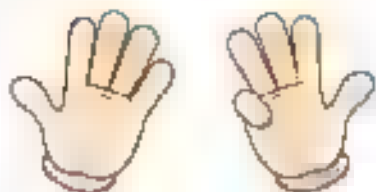
$$\begin{array}{l} 2 + 5 = 7 \\ 5 + 2 = 7 \end{array}$$

a



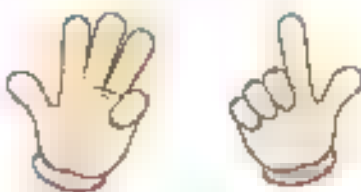
$$\begin{array}{l} 5 + 1 = 6 \\ 1 + 5 = 6 \end{array}$$

b



$$\begin{array}{l} 5 + 4 = 9 \\ 4 + 5 = 9 \end{array}$$

c



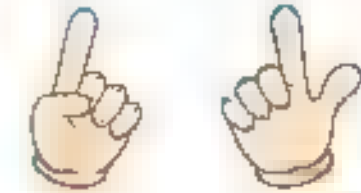
$$\begin{array}{l} 4 + 2 = 6 \\ 2 + 4 = 6 \end{array}$$

d



$$\begin{array}{l} 4 + 2 = 6 \\ 2 + 4 = 6 \end{array}$$

e



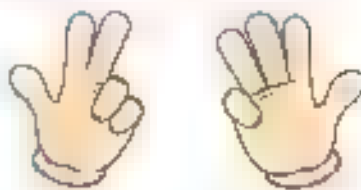
$$\begin{array}{l} 1 + 2 = 3 \\ 2 + 1 = 3 \end{array}$$

f

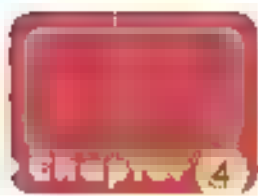


$$\begin{array}{l} 1 + 3 = 4 \\ 3 + 1 = 4 \end{array}$$

g



$$\begin{array}{l} 3 + 4 = 7 \\ 4 + 3 = 7 \end{array}$$



2 Complete the following.

a $3 + 5 = 5 + 3$

b $8 + 7 = 7 + 8$

c $2 + 7 = 7 + 2$

d $3 + 6 = 6 + 3$

e $8 + 9 = 9 + 8$

f $4 + 9 = 9 + 4$

g $8 + 5 = 5 + 8$

h $7 + 1 = 1 + 7$

3 Find the sum:

a 6

7

$+$

7

13

$+$

6

13

b 4

8

$+$

8

12

$+$

4

12

c 9

3

$+$

3

12

$+$

9

12

d 2

6

$+$

6

8

$+$

2

8

e 9

5

$+$

5

14

$+$

9

14

f 7

3

$+$

3

10

$+$

7

10

4 Add:

a $45 + 3 = \dots 48 \dots$

b $28 + 6 = \dots 34 \dots$

c $72 + 5 = \dots 77 \dots$

d $36 + 7 = \dots 43 \dots$

e $37 + 4 = \dots 41 \dots$

f $15 + 9 = \dots 24 \dots$

g $58 + 8 = \dots 66 \dots$

h $63 + 2 = \dots 65 \dots$

$$\begin{array}{r} \text{i} \quad 82 \\ + \quad 7 \\ \hline 89 \end{array}$$

$$\begin{array}{r} \text{j} \quad 29 \\ + \quad 6 \\ \hline 35 \end{array}$$

$$\begin{array}{r} \text{k} \quad 15 \\ + \quad 7 \\ \hline 22 \end{array}$$

$$\begin{array}{r} \text{l} \quad 63 \\ + \quad 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} \text{m} \quad 13 \\ + \quad 7 \\ \hline 20 \end{array}$$

$$\begin{array}{r} \text{n} \quad 39 \\ + \quad 4 \\ \hline 43 \end{array}$$

$$\begin{array}{r} \text{o} \quad 41 \\ + \quad 2 \\ \hline 43 \end{array}$$

$$\begin{array}{r} \text{p} \quad 57 \\ + \quad 6 \\ \hline 63 \end{array}$$

$$\begin{array}{r} \text{q} \quad 60 \\ + \quad 1 \\ \hline 61 \end{array}$$

$$\begin{array}{r} \text{r} \quad 92 \\ + \quad 3 \\ \hline 95 \end{array}$$

$$\begin{array}{r} \text{s} \quad 88 \\ + \quad 8 \\ \hline 96 \end{array}$$

$$\begin{array}{r} \text{t} \quad 52 \\ + \quad 9 \\ \hline 61 \end{array}$$

5 Subtract.

a $27 - 5 = 22$

b $28 - 6 = 22$

c $92 - 2 = 90$

d $31 - 1 = 30$

e $73 - 1 = 72$

f $12 - 6 = 6$

g $30 - 5 = 25$

h $49 - 7 = 42$

$$\begin{array}{r} \text{i} \quad 28 \\ - 7 \\ \hline 21 \end{array}$$

$$\begin{array}{r} \text{j} \quad 93 \\ - 3 \\ \hline 90 \end{array}$$

$$\begin{array}{r} \text{k} \quad 53 \\ - 2 \\ \hline 51 \end{array}$$

$$\begin{array}{r} \text{l} \quad 36 \\ - 5 \\ \hline 31 \end{array}$$

$$\begin{array}{r} \text{m} \quad 35 \\ - 3 \\ \hline 32 \end{array}$$

$$\begin{array}{r} \text{n} \quad 99 \\ - 4 \\ \hline 95 \end{array}$$

$$\begin{array}{r} \text{o} \quad 14 \\ - 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} \text{p} \quad 75 \\ - 3 \\ \hline 72 \end{array}$$

$$\begin{array}{r} \text{q} \quad 76 \\ - 1 \\ \hline 75 \end{array}$$

$$\begin{array}{r} \text{r} \quad 29 \\ - 3 \\ \hline 26 \end{array}$$

$$\begin{array}{r} \text{s} \quad 88 \\ - 8 \\ \hline 80 \end{array}$$

$$\begin{array}{r} \text{t} \quad 29 \\ - 9 \\ \hline 20 \end{array}$$

Accumulative Assessment

9

Chapter 4

Choose the correct answer:

a) $9 + 7 = \dots$ 7 $\dots + 9$

(16 or 7 or 9)

b) $5 + 60 + 700 =$ 765

(567 or 756 or 765)

c) $427 = 400 +$ 27

(427 or 20 or 27)

d) $15 + 5 =$ 20

(20 or 155 or 515)

e) $18 - 7 =$ 11

(11 or 25 or 51)

Complete the following.

a) 3 Hundreds + 4 Tens + 9 Ones = 349

b) $500 +$ 26 $= 26 + 500$

c) $7 + 6 = 6 +$ 7

d) The greatest 3-dgt number is 999

e) The place value of the digit 7 in 378 is Tens

Answer the following.

1 Arrange the following numbers in a descending order

360 , 630 , 306 , 603 , 600

• 630 > 603 > 600 > 360 > 306

2 Find the result:

1 $56 + 4 =$ 60

3 $\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$

4 $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$

2 $18 - 6 =$ 12

$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$

$\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$

17

9

3 Three were 15 birds on a tree, 7 of them flew away.

How many birds are on the tree now?

Number of birds = 15 - 7 = 8 birds



Decomposing Numbers Into Ones and Tens

تحليل الأعداد إلى أحاد وعشرات

Learn

- Decomposing a two-digit number means writing the number as the sum of Tens and Ones.

تحليل عدد مكون من رقمين يعني كتابة الأعداد كمجموع للعشرات والأحاد

– Each number can be decomposed in two ways:

By drawing sticks to show the Tens and small boxes to show the Ones

رسم العصي لتمثيل العشرات
وكتابات الصغيرة لتمثيل الأحاد

By writing the Tens and Ones in number circles

كتابة العشرات والأحاد في خانات لأعداد

Ex.

Tens **Ones**

8 Tens + 6 Ones = 86

$80 + 6 = 86$

Tens **Ones**

6 Tens + 8 Ones = 68

$60 + 8 = 68$

Decompose تحلل 2-digit number عدد مكون من رقمين Ones أحاد Tens عشرات

Activity

Decompose each number in two ways. Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles.

a

Tens

Ones

$$3 \text{ Tens} + 6 \text{ Ones} = 36$$



$$30 + 6 = 36$$

b

Tens

Ones

$$2 \text{ Tens} + 9 \text{ Ones} = 29$$



$$20 + 9 = 29$$

c

Tens

Ones

$$4 \text{ Tens} + 5 \text{ Ones} = 45$$



$$40 + 5 = 45$$

Activity

Complete the following:

a 5 Tens + 3 Ones = 53

e 50 + 2 = 52

b 7 Ones + 6 Tens = 67

f 3 + 80 = 83

c 3 Tens + 9 Ones = 39

g 80 + 3 = 83

d 2 Ones + 6 Tens = 62

h 60 + 8 = 68



HOW? ACTIVITIES

- Decompose each number in two ways. Draw **sticks** to show the Tens and **small boxes** to show the Ones. Then write the Tens and Ones in the **number circles**

a Tens Ones



2 Tens + 9 Ones = 29

$$20 + 9 = 29$$

b Tens Ones



3 Tens + 2 Ones = 32

$$30 + 2 = 32$$

c Tens Ones



4 Tens + 6 Ones = 46

$$40 + 6 = 46$$

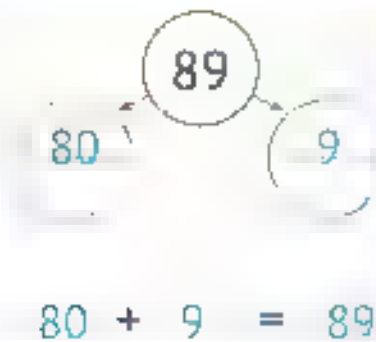
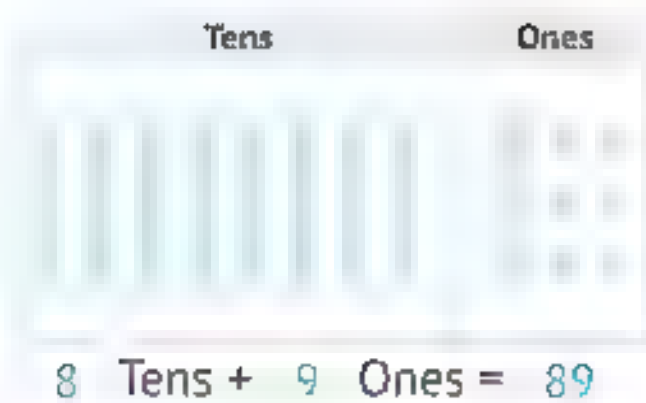
d Tens Ones



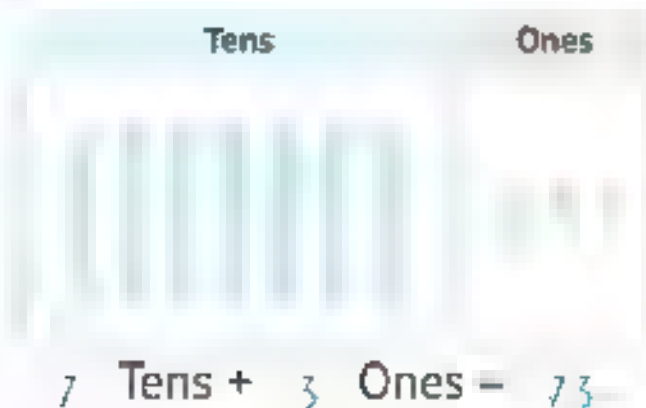
5 Tens + 1 Ones = 51

$$50 + 1 = 51$$

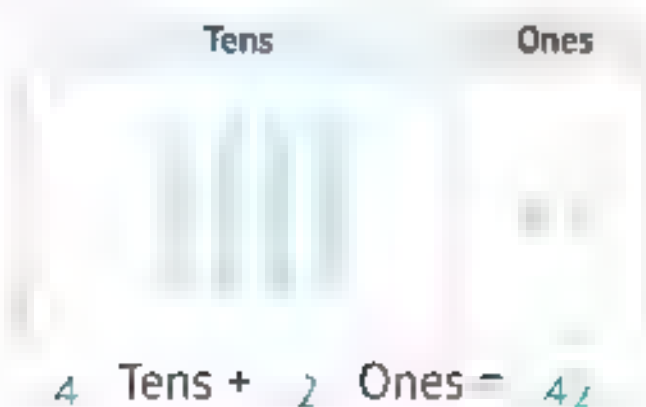
C



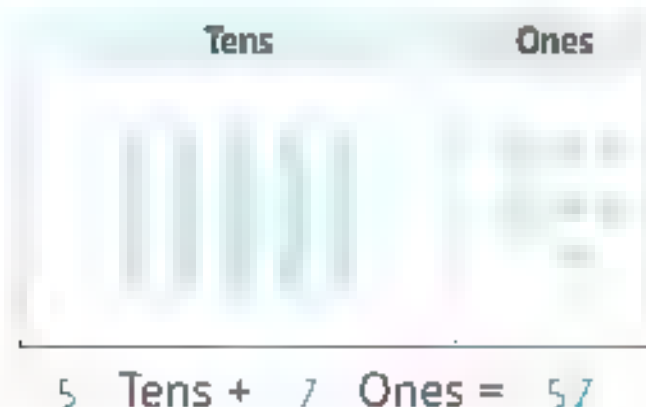
D



E



F



2 Complete the following.

a 7 Tens + 5 Ones = ... **75**

b 8 Tens + 6 Ones = .. **86**

c 9 Ones + 7 Tens = _ **79**

d 1 Ones + 8 Tens = **81**

e **2** Tens + **9** Ones = 29

f **3** Tens + **1** Ones = 31

g .. **2** ... Ones + **4** Tens = 42

h **3** . Ones + **5** Tens = 53

i $60 + 4 =$ **64**

j $50 + 2 =$.. **52**

k $7 + 60 =$ _ **67**

l $8 + 70 =$ **78**

m . **80** ... + 9 = 89

n . **60** . + 4 = 64

o $50 +$.. **3** = 53

p $90 +$ **2** .. = 92

3 Match.

a $30 + 6$ •

• **85** •

• 5 Ones + 8 Tens • f

b $70 + 7$ •

• **36** •

• 3 Tens + 6 Ones • g

c $5 + 80$ •

• **77** •

• 5 Tens + 8 Ones • h

d $3 + 60$ •

• **58** •

• 3 Ones + 6 Tens • i

e $50 + 8$ •

• **63** •

• 7 Ones + 7 Tens • j

Accumulative Assessment

10

Chapter 4

Choose the correct answer:

- a 5 Ones + 7 Tens = 75 (57 or 75 or 12)
- b $4 + \underline{60} = 64$ (4 or 6 or 60)
- c $10 - 3 = 12 - \underline{2} - 3$ (3 or 5 or 2)
- d $3 + 4 = \underline{4} + 3$ (4 or 3 or 7)
- e The **smallest** 3-dgt number = 100 (123 or 102 or 100)

Complete the following:

- a The **value** of the digit 9 in 529 is 9
- b $6 + 800 + 30 = \underline{836}$
- c $20 + 7 = \underline{27}$
- d The number that comes just after 309 is 310
- e $9 + 7 = 9 + \underline{1} + \underline{6} = 10 + \underline{6} = 16$

Answer the following.

a Complete using (<, = or >):

- 1 $70 + 5 > 7 \text{ Ones} + 5 \text{ Tens}$
- 2 $206 > 20 + 6$
- 3 $4 + 60 > \text{Forty-six}$
- 4 $528 < 582$

Accumulative Assessment 10 up to Lesson 3

B Complete in the same pattern:

1 12 22 , 32 , 42 52 , 62 , 72

2 96 , 95 , 94 , 93 , 92 ... , ... 91 ... , 90 ..

C Use the following table to complete the bar graph.

Color	Red	Yellow	Green	Black	Blue
Number of Students	20	30	40	10	60



4&5

Adding and Subtracting Without Regrouping

الجمع والطرح بدون إعادة التجميع

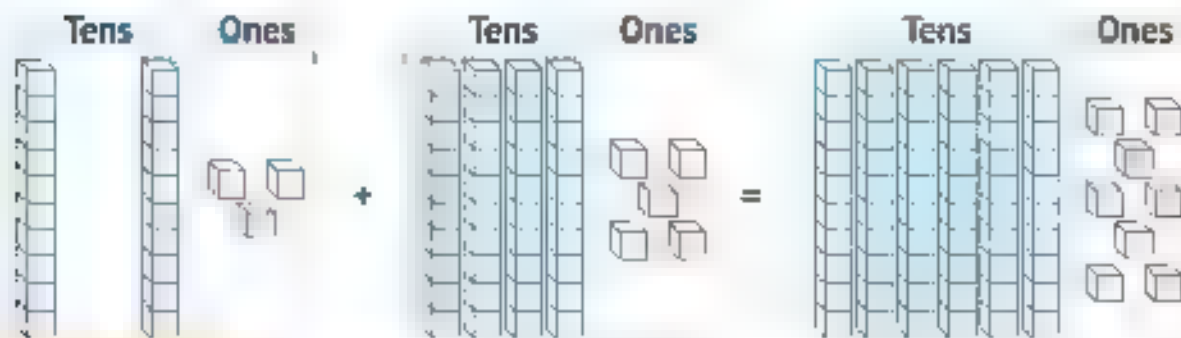
4&5

Ex. Add: $23 + 45 =$

Decompose the two numbers by drawing **sticks** for the Tens and **small boxes** for the Ones.

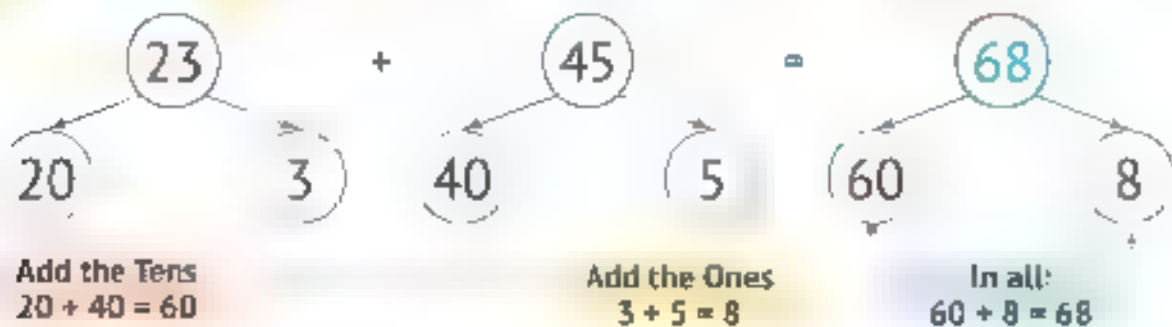
• تحليل العددين عن طريق رسم العصي لل عشرات والمكعبات الصغيرة للأحاد.

$$23 + 45 = 68$$



Decompose each number into **Tens** and **Ones**.

• تحصيل كل عدد إلى عشرات وأحاد.



$$\text{So, } 23 + 45 = 68$$



Notes!

- We add the **Ones** to the **Ones** and the **Tens** to the **Tens**.
- We always start with the **Ones**.

• نضيف الأحاد إلى الأحاد والعشرات إلى العشرات.

• دائماً نبدأ بالأحاد.

Without regrouping بدون إعادة التجميع Sum/total مجموع Difference الفرق

Activity

Use the **two** methods of decomposition to find the sum:

a

$$35 + 24 = 59$$

Tens

Ones

Tens

Ones

Tens

Ones

+

=



b

$$46 + 51 = 97$$

Tens

Ones

Tens

Ones

Tens

Ones

+

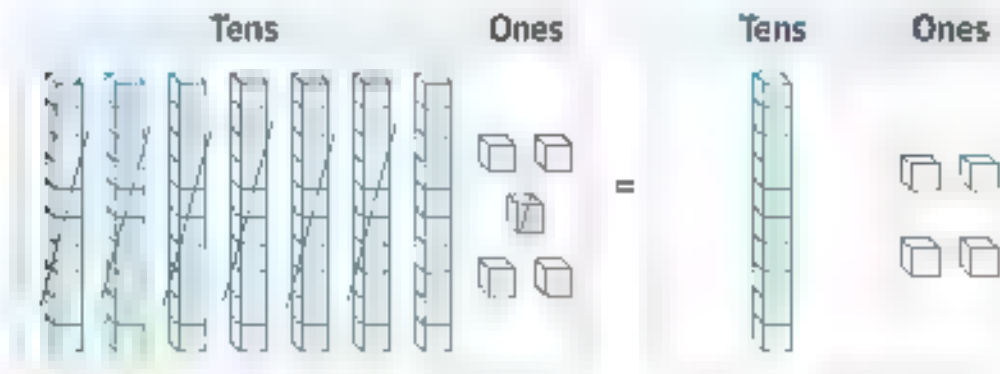
=



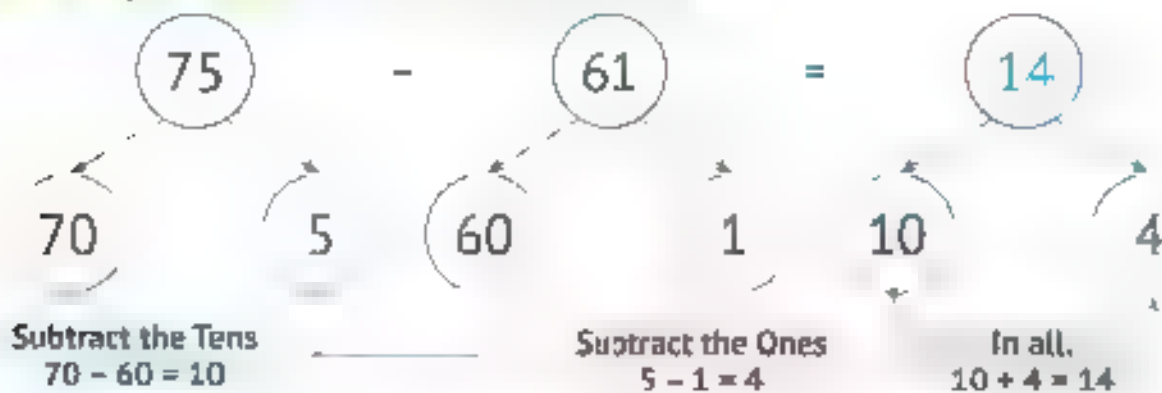
Ex. Subtract: $75 - 61 =$

Decompose the two numbers by drawing **sticks** for the Tens and **small boxes** for the Ones.

$$75 - 61 = 14$$



Decompose each number into Tens and Ones.



So, $75 - 61 = 14$



- We subtract the **Ones** from the **Ones** and the **Tens** from the **Tens**.
- We always start with the **Ones**.

• نطرح الآحاد من الآحاد والعشرات من العشرات

• دائماً نبدأ بالآحاد.

Activity

Use the **two** methods of decomposition to find the difference

a

$$75 - 34 = 41$$



b

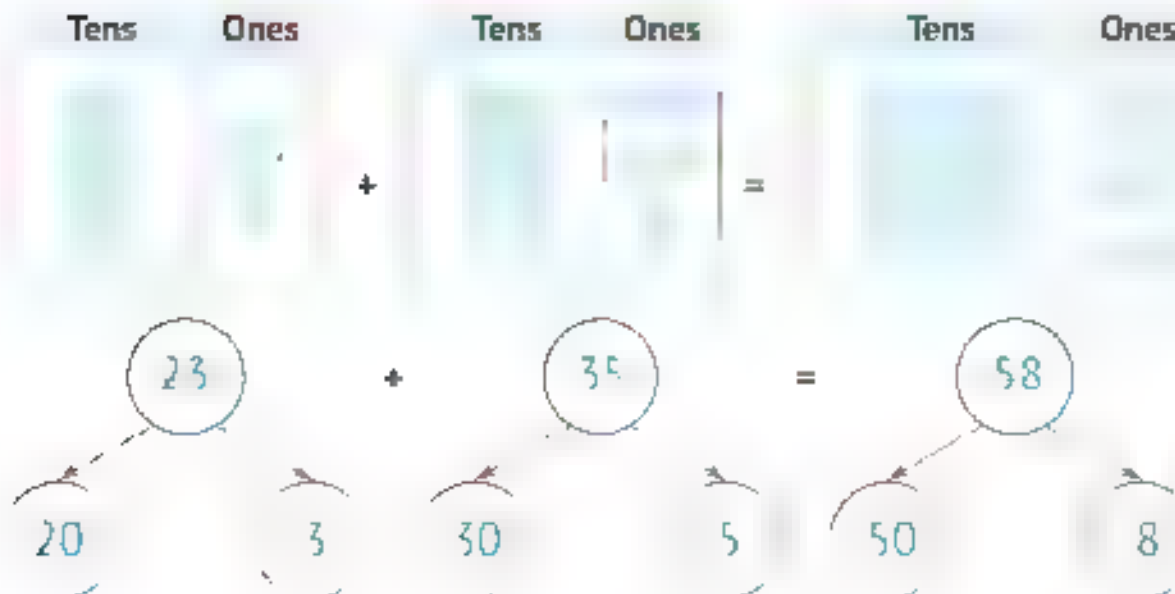
$$67 - 54 = 13$$



Activity

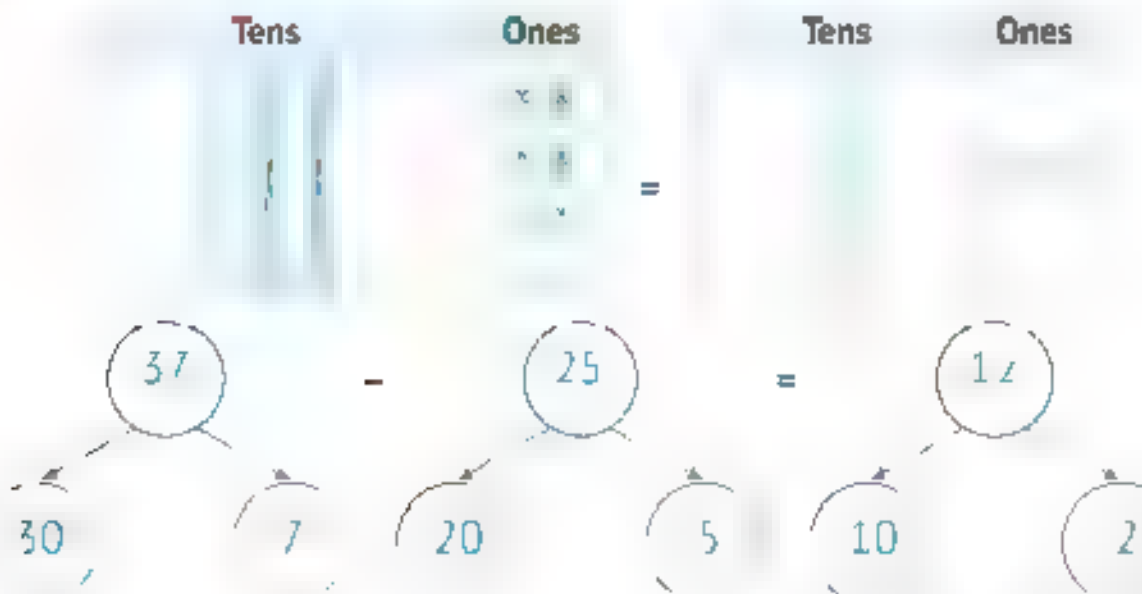
Hassan bought 23 chocolate cookies.
He also bought 35 vanilla cookies.
How many cookies does Hassan have in all?

$$23 + 35 = 58$$



Activity

Sabrina made 37 biscuits with her mom. They
ate 25 biscuits. How many biscuits are left?

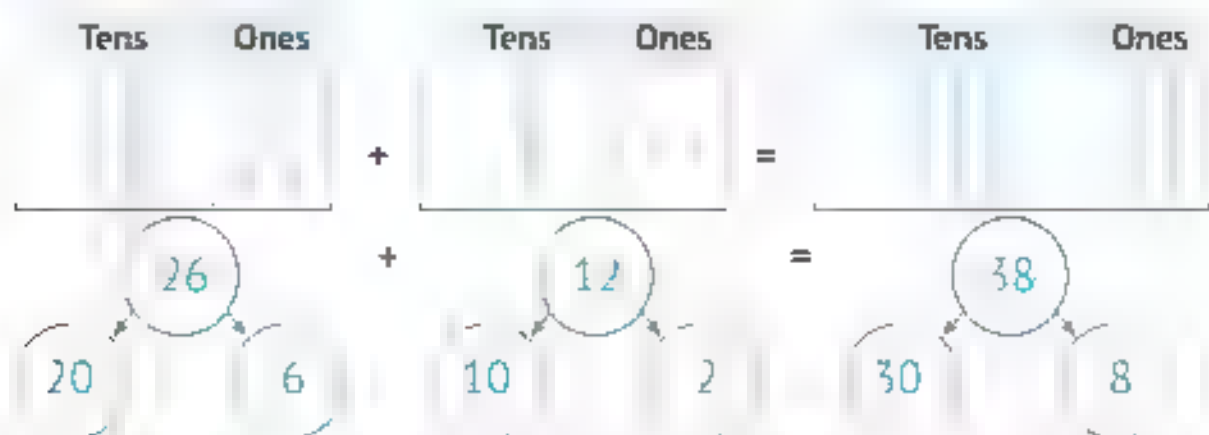




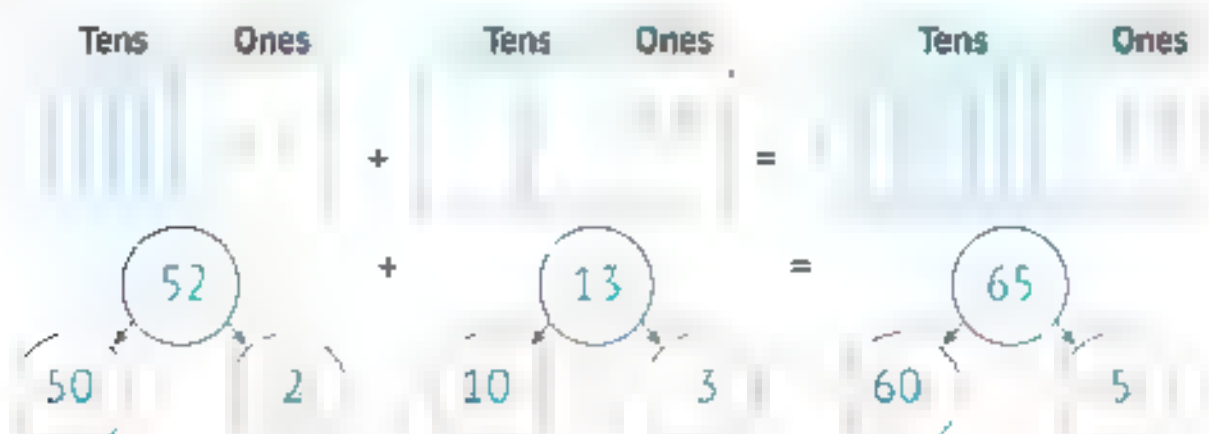
HOW? ACTIVITIES

1 Use the **two** methods of decomposition to find the sum:

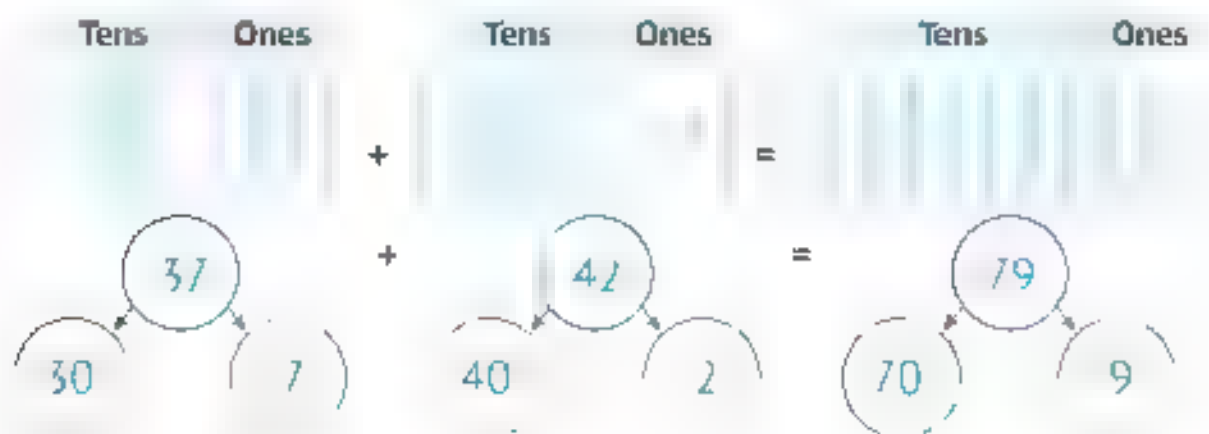
a $26 + 12 = 38$



b $52 + 13 = 65$

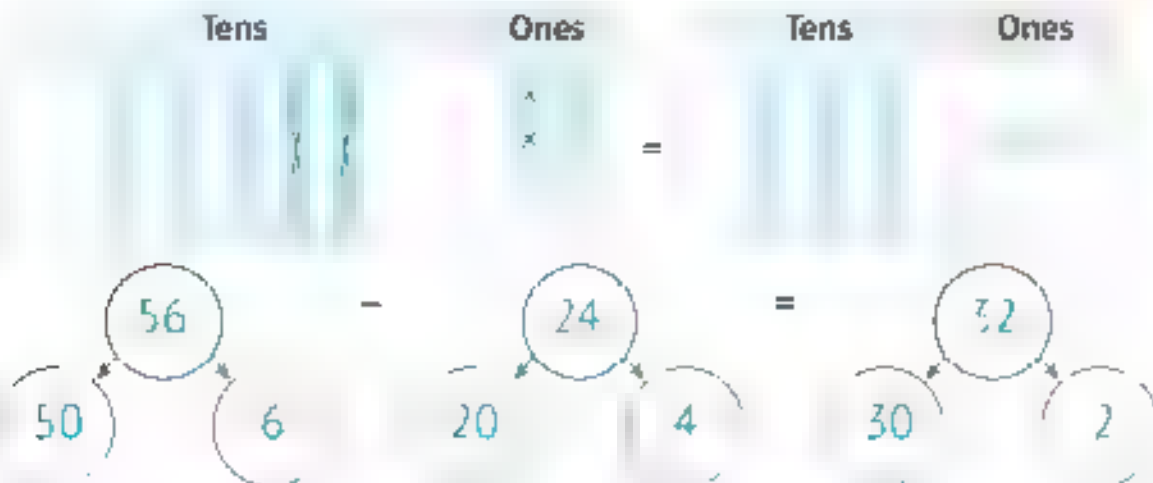


c $37 + 42 = 79$



2 Use the **two** methods of decomposition to find the difference.

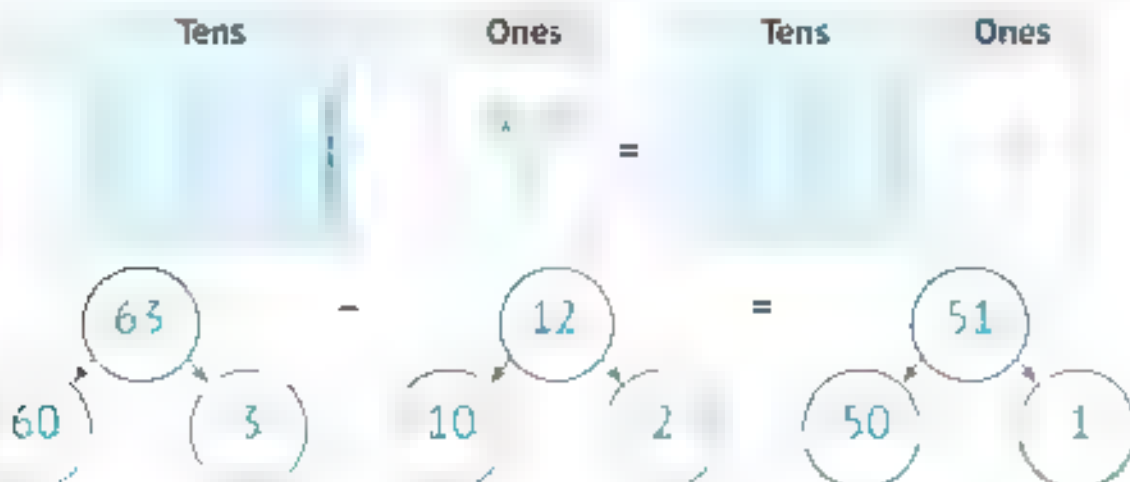
a $56 - 24 = 32$



b $75 - 25 = 50$



c $63 - 12 = 51$



3 Read the problems and decompose to solve.

- Ⓐ Myam found 68 seashells on the beach. Her sister found 21 seashells. How many seashells did they find in all?

$$68 + 21 = 89$$

Tens

Ones

Tens

Ones

Tens

Ones

$$+ \quad \quad \quad =$$



- Ⓑ Asha went on a bug hunt. She found 62 ants and 26 crickets. How many bugs did she find in all?

$$62 + 26 = 88$$

Tens

Ones

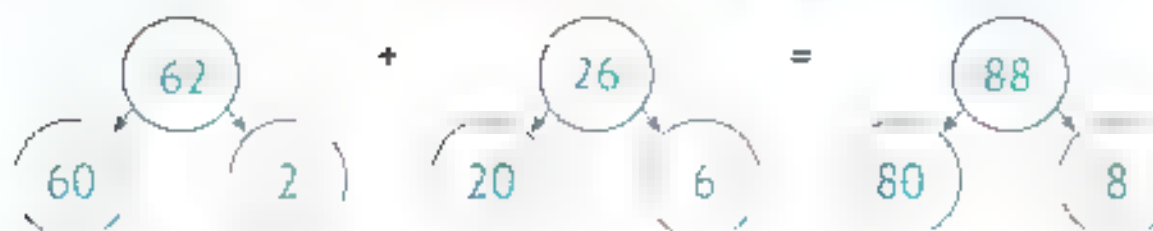
Tens

Ones

Tens

Ones

$$+ \quad \quad \quad =$$



- Ⓒ Layla has a collection of stickers. She has 54 car stickers and 44 superhero stickers.

How many stickers does Layla have all together?

$$54 + 44 = 98$$

Tens	Ones		Tens	Ones		Tens	Ones
------	------	--	------	------	--	------	------

	□ □	+	□ □	=	
--	-----	---	-----	---	--



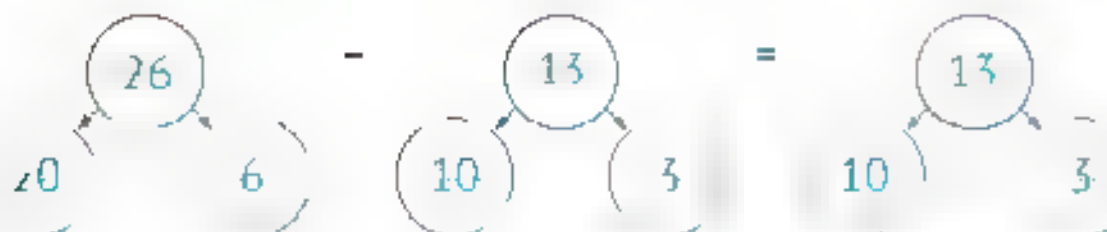
- Ⓒ Rashida had 26 dates. She gave 13 of them to her sister.

How many dates does Rashida have left?

$$26 - 13 = 13$$

Tens	Ones		Tens	Ones
------	------	--	------	------

	X X		
	X	-	



- Samir had 65 coins in his collection, but then he lost 24 of them.
How many coins does he have left?

$$65 - 24 = 41$$

Tens

Ones

Tens

Ones



=



-



=



- Kamilah sewed 59 beads on her dress. Unfortunately, 16 of them fell off. How many beads are left on her dress?

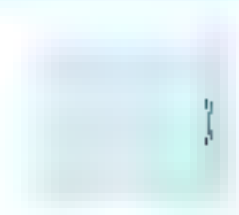
$$59 - 16 = 43$$

Tens

Ones

Tens

Ones



=



-



=



4 Find the result of each of the following

a $45 + 32 = 77$

b $28 - 16 = 12$

c $72 + 15 = 87$

d $39 - 27 = 12$

e $37 + 41 = 78$

f $95 - 32 = 63$

g $58 + 20 = 78$

h $63 - 42 = 21$

i
$$\begin{array}{r} 82 \\ + 17 \\ \hline \end{array}$$

j
$$\begin{array}{r} 25 \\ + 61 \\ \hline \end{array}$$

k
$$\begin{array}{r} 75 \\ - 41 \\ \hline \end{array}$$

l
$$\begin{array}{r} 63 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 17 \\ \hline 99 \end{array}$$

$$\begin{array}{r} 25 \\ + 61 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 75 \\ - 41 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 63 \\ - 22 \\ \hline 41 \end{array}$$

m
$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

n
$$\begin{array}{r} 74 \\ + 14 \\ \hline \end{array}$$

o
$$\begin{array}{r} 45 \\ - 42 \\ \hline \end{array}$$

p
$$\begin{array}{r} 76 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ + 22 \\ \hline 65 \end{array}$$

$$\begin{array}{r} 74 \\ + 14 \\ \hline 88 \end{array}$$

$$\begin{array}{r} 45 \\ - 42 \\ \hline 03 \end{array}$$

$$\begin{array}{r} 76 \\ - 32 \\ \hline 44 \end{array}$$

q
$$\begin{array}{r} 60 \\ + 31 \\ \hline \end{array}$$

r
$$\begin{array}{r} 92 \\ + 3 \\ \hline \end{array}$$

s
$$\begin{array}{r} 88 \\ - 58 \\ \hline \end{array}$$

t
$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 31 \\ \hline 91 \end{array}$$

$$\begin{array}{r} 92 \\ + 3 \\ \hline 95 \end{array}$$

$$\begin{array}{r} 88 \\ - 58 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 39 \\ - 12 \\ \hline 27 \end{array}$$

Accumulative Assessment

11

up

to

Lesson

5

Chapter 4

Choose the correct answer:

- a The **value** of the digit 5 in 536 is **500** (5 or 500 or 50)
 b $50 + 8 = 58$ (8 or 80 or 13)
 c $4 + 9 = 13$ (13 or 9 or 4)
 d 8 Ones + 7 Tens = **78** (87 or 78 or 15)
 e $8 + 7 = 15$ (15 or 7 or 10)

Complete the following:

- a The number that comes after 309 is **310**
 b $400 + 8 + 20 = 428$
 c The **largest** 3-different-digit number is **987** d $6 + 30 = 36$
 e 25 , 35 , 45 , **55** , **65** , **75**

Answer the following:

a Arrange the following numbers in an ascending order:

56 , 65 , 66 , 55 , 50
 • **50** , **55** , **56** , **65** , **66**

b Find the result:

1 $32 + 24 = 56$

3 64

4 69

2 $48 - 26 = 22$

$+ 32$

$- 27$

96

42

c Eman had 65 LE, and she bought a pen for 12 LE.

Find the remaining money with her

(Decompose to solve)

$65 - 12 = 53$

$\begin{array}{c} 65 \\ \swarrow \searrow \\ \textcircled{60} \quad \textcircled{5} \end{array} - \begin{array}{c} 12 \\ \swarrow \searrow \\ \textcircled{10} \quad \textcircled{2} \end{array} = \begin{array}{c} 53 \\ \swarrow \searrow \\ \textcircled{50} \quad \textcircled{3} \end{array}$

Estimating the Sum and the Difference - Comparing the Sum and the Estimation

تقدير بواتج الجمع والطرح - مقارنة المجموع والتقدير

Estimation

It is finding a number that is close to another number.

التقدير هو إيجاد عدد قريب من عدد آخر

طريقة أولي التقدير باستخدام مخطط 120

Replace the Ones digit by Zero

صع صفر مكان رقم واحد

If the Ones digit is:

0, 1, 2, 3 or 4

the Tens digit stays the same

إذا كان رقم الواحد 0، 1، 2، 3، 4
4 يصل رقم العشر كما هو
بلا تغيير

(22)
↓
20

Ex.

If the Ones digit is

5, 6, 7, 8 or 9,

add 1 to the Tens digit

إذا كان رقم الواحد 5، 6، 7، 8، 9
9 نقوم بزيادة رقم العشر
بمقدار 1

(76)
+1
↓
80

75 is closer to 80

56 is closer to 60

33 is closer to 30

11 is closer to 10

110	11	112	113	114	115	116	117	118	119	120
100	101	102	103	104	105	106	107	108	109	110
90	91	92	93	94	95	96	97	98	99	100
80	81	82	83	84	85	86	87	88	89	90
70	71	72	73	74	75	76	77	78	79	80
60	61	62	63	64	65	66	67	68	69	70
50	51	52	53	54	55	56	57	58	59	60
40	41	42	43	44	45	46	47	48	49	50
30	31	32	33	34	35	36	37	38	39	40
20	21	22	23	24	25	26	27	28	29	30
10	11	12	13	14	15	16	17	18	19	20
0	1	2	3	4	5	6	7	8	9	10

Estimation

تقدير

120 Chart

مخطط 120

Closer

أقرب

Accepted

مقبول

Place value strategy

استراتيجية قيمة مكانية

Activity

Use the 120 Chart to estimate the following:

Number	Estimation
41	40
42	40
43	40
44	40
45	50

Number	Estimation
46	50
47	50
48	50
49	50
50	50

Activity

Use the 120 Chart to estimate the following:

Ⓐ 23 \rightarrow 20

Ⓒ 62 \rightarrow 60

Ⓑ 9 \rightarrow 10

Ⓓ 38 \rightarrow 40

Ⓔ 4 \rightarrow 0

Ⓕ 55 \rightarrow 60

Strategy: Estimate by Replacing the Ones Digit

To estimate a two-digit number:

- Replace the Ones digit with zero.
- Keep the Tens digit as it is.

24 \rightarrow 20

47 \rightarrow 40

بطريقة استبداله التقدير باستخدام القيمة المكانية.

لتقدير عدد مكون من رقمين.

• الحفاظ على رقم العشرات كما هو بدون تغيير

• وضع الصفر مكان رقم الآحاد.

Activity

Use the place value strategy to estimate:

Ⓐ 57 \rightarrow 50

Ⓒ 92 \rightarrow 90

Ⓑ 12 \rightarrow 10

Ⓓ 69 \rightarrow 60

Ⓔ 37 \rightarrow 30

Ⓕ 38 \rightarrow 30

Estimating to Add & Subtract 2-digit Numbers

التقدير لجمع وطرح عدد مكون من رقمين

6&7

$$\begin{array}{r} 46 \longrightarrow 50 \\ + 23 \longrightarrow + 20 \\ \hline 70 \end{array}$$

$46 + 23$ is about **70**

$$\begin{array}{r} 46 \longrightarrow 40 \\ + 23 \longrightarrow + 20 \\ \hline 60 \end{array}$$

$46 + 23$ is about **60**

$$\begin{array}{r} 47 \longrightarrow 50 \\ - 14 \longrightarrow - 10 \\ \hline 40 \end{array}$$

$47 - 14$ is about **40**

$$\begin{array}{r} 47 \longrightarrow 40 \\ - 14 \longrightarrow - 10 \\ \hline 30 \end{array}$$

$47 - 14$ is about **30**

Activity

Use the 120 Chart to estimate

$$\begin{array}{r} 34 \longrightarrow 30 \\ + 28 \longrightarrow + 30 \\ \hline 60 \end{array}$$

$34 + 28$ is about ...**60**...

$$\begin{array}{r} 45 \longrightarrow 50 \\ + 52 \longrightarrow + 50 \\ \hline 100 \end{array}$$

$45 + 52$ is about ...**100**...

$$\begin{array}{r} 67 \longrightarrow 70 \\ - 34 \longrightarrow - 30 \\ \hline 40 \end{array}$$

$67 - 34$ is about ...**40**...

$$\begin{array}{r} 92 \longrightarrow 90 \\ - 19 \longrightarrow - 20 \\ \hline 70 \end{array}$$

$92 - 19$ is about ...**70**...

Activity

Use the place value strategy to estimate:

$$\begin{array}{r} \text{a} \quad 13 \\ + 28 \\ \hline \end{array} \longrightarrow \begin{array}{r} 10 \\ + 20 \\ \hline 30 \end{array}$$

 $13 + 28$ is about 30 .

$$\begin{array}{r} \text{b} \quad 55 \\ + 42 \\ \hline \end{array} \longrightarrow \begin{array}{r} 50 \\ + 40 \\ \hline 90 \end{array}$$

 $55 + 42$ is about 90 .

$$\begin{array}{r} \text{c} \quad 74 \\ - 69 \\ \hline \end{array} \longrightarrow \begin{array}{r} 70 \\ - 60 \\ \hline 10 \end{array}$$

 $79 - 69$ is about 10 .

$$\begin{array}{r} \text{d} \quad 97 \\ - 37 \\ \hline \end{array} \longrightarrow \begin{array}{r} 90 \\ - 30 \\ \hline 60 \end{array}$$

 $97 - 37$ is about 60 .

Activity

- a Heba had 33 LE. She earned an additional 29 LE doing her chores.

Estimate how much money she has now (place value strategy)

$$33 + 29 \longrightarrow 30 + 20 = 50 \text{ LE}$$

- b Raj has a 64 -minute train ride. He has been on the train for 32 minutes.

Estimate how many minutes are left on his train ride

(place value strategy)

$$64 - 32 \longrightarrow 60 - 30 = 30 \text{ minutes}$$

First circle the numbers in the **Tens** place and add them together to estimate the **sum**.

Then decompose the numbers into **tens** and **Ones**. Find the **sum**.

Finally, compare the **sum** to your **estimate**. Are they close?

١ أولاً، ضع دائرة حول الأرقام التي في حادة العشرات وجمعها لتقدير المجموع.

٢ ثم تحس الأرقام إلى عشرات وواحد.

٣ أوجد المجموع.

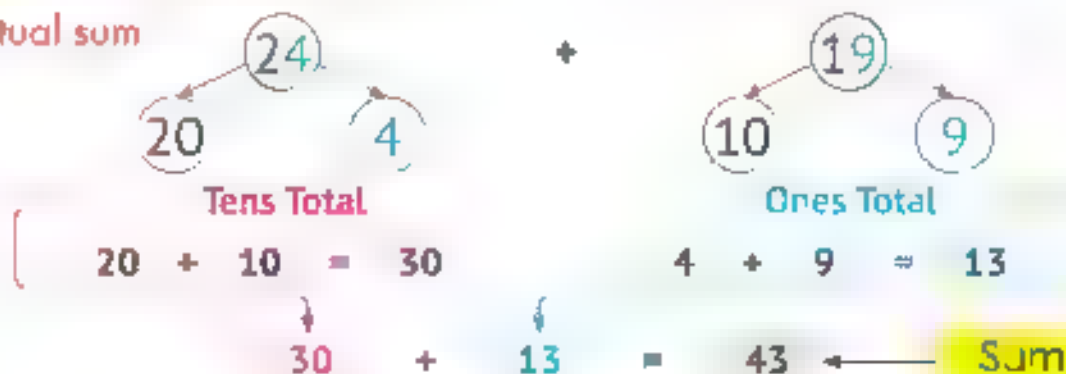
٤ أخيراً قارن، المجموع بتقديرك، هل كانا متقاربين؟

Ex. Estimate the sum of. (use the **place value strategy**)

Ⓐ $24 + 19$:

Estimation: $24 + 19 \longrightarrow 20 + 10 = 30$

Actual sum:

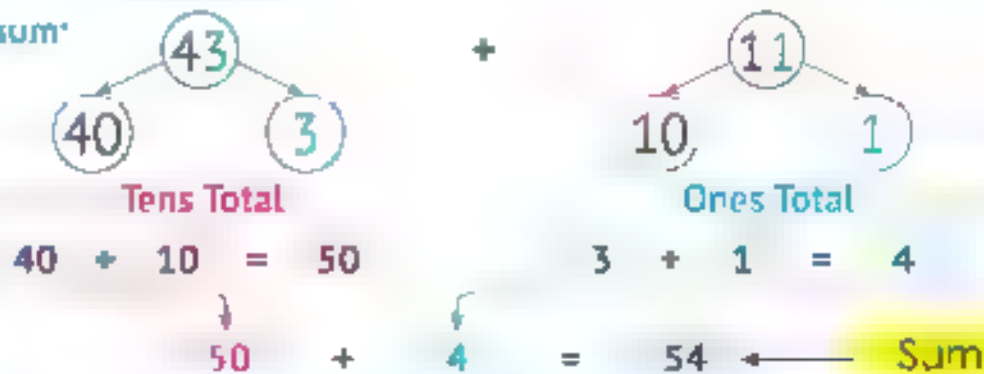


The estimate (30) is **not closer** to the actual sum (43),
so the estimate is **not accepted**.

Ⓑ $43 + 11$:

Estimation: $43 + 11 \longrightarrow 40 + 10 = 50$

Actual sum:



The estimate (50) is **close** to the actual sum (54),
so the estimate is **accepted**.

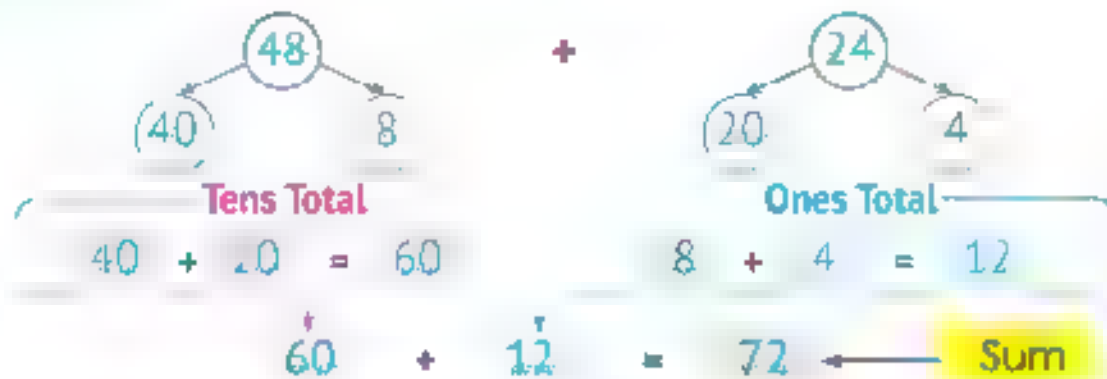
Activity

Estimate the sum (use the place value strategy):

a $48 + 26$:

Estimate $48 + 24 \rightarrow 40 + 20 = 60$

Actual sum



The estimate (60) is (closer or not closer) to the actual sum (72), so the estimate is (accepted or not accepted)

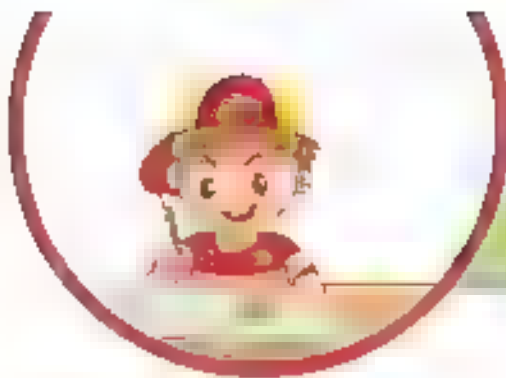
b $53 + 32$

Estimate $53 + 32 \rightarrow 50 + 30 = 80$

Actual sum



The estimate (80) is (closer or not closer) to the actual sum (85), so the estimate is (accepted or not accepted)



GROUP ACTIVITIES

1 Use the 120 Chart to estimate the following

	Number	Estimation
a	71	70
b	72	70
c	73	70
d	74	70
e	75	80

	Number	Estimation
f	76	80
g	77	80
h	78	80
i	79	80
j	80	80

	Number	Estimation
a	11	10
b	12	10
c	13	10
d	14	10
e	15	20

	Number	Estimation
f	16	20
g	17	20
h	18	20
i	19	20
j	20	20

2 Use the 120 Chart to estimate the following.

a 36 \longrightarrow 40

b 54 \longrightarrow 50

c 83 \longrightarrow 80

d 17 \longrightarrow 20

e 46 \longrightarrow 50

f 36 \longrightarrow 40

g 75 \longrightarrow 80

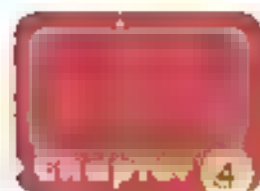
h 62 \longrightarrow 60

i 91 \longrightarrow 90

j 67 \longrightarrow 70

k 9 \longrightarrow 10

l 96 \longrightarrow 100



3 Use the place value strategy to estimate:

a $8 \rightarrow 0$

c $58 \rightarrow 50$

e $96 \rightarrow 90$

g $13 \rightarrow 10$

i $67 \rightarrow 60$

k $4 \rightarrow 0$

b $23 \rightarrow 20$

d $72 \rightarrow 70$

f $61 \rightarrow 60$

h $36 \rightarrow 30$

j $83 \rightarrow 80$

l $19 \rightarrow 10$

4 Use the 120 Chart to estimate:

a
$$\begin{array}{r} 58 \\ + 32 \\ \hline \end{array} \rightarrow \begin{array}{r} 60 \\ + 30 \\ \hline 90 \end{array}$$

$58 + 32$ is about 90

b
$$\begin{array}{r} 76 \\ - 14 \\ \hline \end{array} \rightarrow \begin{array}{r} 80 \\ - 10 \\ \hline 70 \end{array}$$

$76 - 14$ is about 70

c
$$\begin{array}{r} 27 \\ + 12 \\ \hline \end{array} \rightarrow \begin{array}{r} 30 \\ + 10 \\ \hline 40 \end{array}$$

$27 + 12$ is about 40

d
$$\begin{array}{r} 84 \\ - 35 \\ \hline \end{array} \rightarrow \begin{array}{r} 80 \\ - 40 \\ \hline 40 \end{array}$$

$84 - 35$ is about 40

e
$$\begin{array}{r} 34 \\ + 29 \\ \hline \end{array} \rightarrow \begin{array}{r} 30 \\ + 30 \\ \hline 60 \end{array}$$

$34 + 29$ is about 60

f
$$\begin{array}{r} 48 \\ - 27 \\ \hline \end{array} \rightarrow \begin{array}{r} 50 \\ - 30 \\ \hline 20 \end{array}$$

$48 - 27$ is about 20

5 Use the place value strategy to estimate:

$$\begin{array}{r} \text{a} \quad 43 \longrightarrow 40 \\ + 56 \longrightarrow + 50 \\ \hline 90 \end{array}$$

43 + 56 is about 90.

$$\begin{array}{r} \text{b} \quad 98 \longrightarrow 90 \\ - 27 \longrightarrow - 20 \\ \hline 70 \end{array}$$

98 - 27 is about 70.

$$\begin{array}{r} \text{c} \quad 52 \longrightarrow 50 \\ + 38 \longrightarrow + 30 \\ \hline 80 \end{array}$$

52 + 38 is about 80.

$$\begin{array}{r} \text{d} \quad 72 \longrightarrow 70 \\ - 51 \longrightarrow - 50 \\ \hline 20 \end{array}$$

72 - 51 is about 20.

$$\begin{array}{r} \text{e} \quad 18 \longrightarrow 10 \\ + 38 \longrightarrow + 30 \\ \hline 40 \end{array}$$

18 + 38 is about 40.

$$\begin{array}{r} \text{f} \quad 62 \longrightarrow 60 \\ - 16 \longrightarrow - 10 \\ \hline 50 \end{array}$$

62 - 16 is about 50.

6 Estimate to answer the following:

- Mona had 84 LE. She bought a toy for 26 LE.

Estimate how much money does she have now place value strategy.

$$84 - 26 \approx 80 - 20 = 60 \text{ LE}$$

- Ⓒ Omnia bought 38 stories one day, then another 49 stories the other day. Estimate the number of stories that Omnia has purchased.

(place value strategy)

$$38 + 49 = 30 + 40 = 70 \text{ stories}$$

- Ⓓ If the number of students in a class is 46, and 18 of them are girls. Estimate the number of boys in the class.

(place value strategy)

$$46 - 18 = 40 - 10 = 30 \text{ boys}$$

- Ⓔ Bassem spent 53 minutes in football training and Rahma spent 47 minutes in swimming training. Estimate the time Bassem and Rahma spent in training.

(place value strategy)

$$53 + 47 = 50 + 40 = 90 \text{ minutes}$$

7 Estimate the sum using the place value strategy.

Ⓐ $45 + 23$:

Estimation $45 + 23 \longrightarrow 40 + 20 = 60$

Actual sum



The estimate (60) is (closer or not closer) to the actual sum (68), so the estimate is (accepted or not accepted).

Ⓑ $62 + 13$:

Estimation $62 + 13 \longrightarrow 60 + 10 = 70$

Actual sum

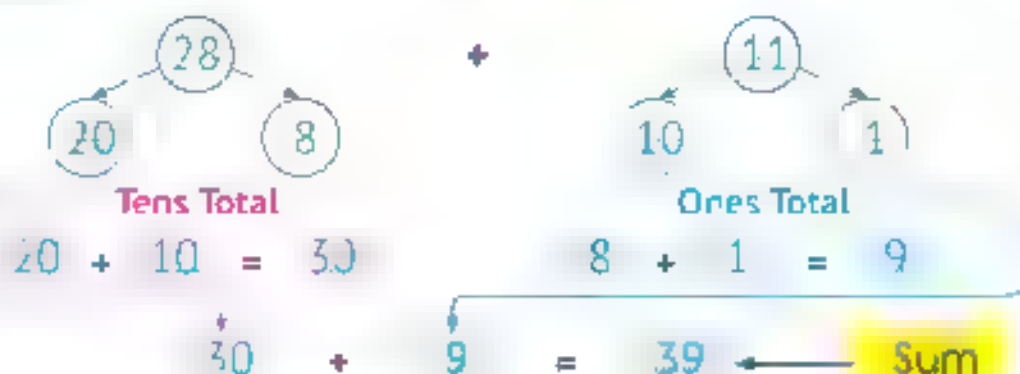


The estimate (70) is (closer or not closer) to the actual sum (75), so the estimate is (accepted or not accepted).

Ⓖ $28 + 11$:

Estimation $28 + 11 \longrightarrow 10 + 10 = 30$

Actual sum



The estimate (30) is (closer *or* not closer) to the actual sum (39), so the estimate is (accepted *or* not accepted).

Ⓖ $52 + 23$

Estimation $52 + 23 \longrightarrow 50 + 20 = 70$

Actual sum



The estimate (70) is (closer *or* not closer) to the actual sum (75), so the estimate is (accepted *or* not accepted).

8 Complete the following table (as in the example).

Addition Process	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
$48 + 31$	79	$40 + 30 = 70$		✓
$75 + 14$	89	$70 + 10 = 80$		✓
$41 + 23$	64	$40 + 20 = 60$	✓	
$63 + 15$	78	$60 + 10 = 70$		✓
$14 + 15$	29	$10 + 10 = 20$		✓
$27 + 32$	59	$20 + 30 = 50$		✓
$20 + 13$	33	$20 + 10 = 30$	✓	
$42 + 21$	63	$40 + 20 = 60$	✓	

Accumulative Assessment

12

Chapter 4

Choose the correct answer:

- a The greatest number formed from the digits 3, 5 and 8 is **853**
 (538 or **853** or 385)
- b 7 Hundreds + 2 Tens + 3 Ones = **723**
 (723 or 327 or 273)
- c $5 + 0 + 2 =$ **7**
 (502 or 52 or **7**)
- d $5 + 7 = \dots$ **7** + 5
 (**7** or 5 or 12)
- e $8 + 7 = 7 +$ **1** + 7
 (7 or 8 or **1**)

Complete the following.

- a The smallest number formed from 3 digits is **100**
- b The estimation of 56 is **60** (Using the 120 Chart)
- c The estimation of 56 is **50** (Using the place value strategy)
- d $15 - \dots$ **8** $\dots = 15 - 5 - 3$
- e 256 , 257 , 258 , **259** , 260 , 261

Answer the following

Complete using (<, = or >)

1 $456 > 40 + 56$

2 50 Tens = 5 Hundreds

3 $7 + 6 = 6 + 7$

4 7 Hundreds + 4 Tens > 704

Estimate to find the result (Using the 120 Chart)

1 $45 + 32 \longrightarrow$

50 + **30** = **80**

2 $69 - 45 \longrightarrow$

70 - **50** = **20**

Nihal has 46 LE and Sama has 23 LE

Estimate how much money do they have all together (place value strategy)

$46 + 23 = 40 + 20 = 60$ LE

8-10

Adding by Regrouping Ones

الجمع بإعادة تجميع الآحاد

8-10

Learn

- Regrouping means changing the way you group your **Tens** and **Ones**.

إعادة التجميع يعني تغيير الطريقة التي تجمع بها العشرات والآحاد

Ex. Add: $28 + 35 =$

$$\begin{array}{r}
 28 + 35 \\
 (20 + 8) + (30 + 5) = 50 + 13 = 63 \\
 \text{Tens Ones} \quad \text{Tens Ones} \quad \text{Tens Ones}
 \end{array}$$

$$\begin{array}{r}
 28 + 35 = 63 \\
 \text{Regroup 10 Ones as 1 Ten}
 \end{array}$$

$$\begin{array}{r}
 (2 \text{ Tens} + 8 \text{ Ones}) + (3 \text{ Tens} + 5 \text{ Ones}) \\
 = 5 \text{ Tens} + 13 \text{ Ones} = 6 \text{ Tens} + 3 \text{ Ones} = 63
 \end{array}$$

$$\begin{array}{r}
 1 \\
 28 \\
 + 35 \\
 \hline
 5 \text{ (1)} 3 \\
 63
 \end{array}$$

8 plus 5 equals 13,
write 3 and carry one over 2
2 becomes 3, and
3 plus 3 equals 6.

$$\begin{array}{r}
 1 \\
 28 + 35 = 5 \text{ (1)} 3 = 63
 \end{array}$$



Activity

Draw Tens (sticks) and Ones (small boxes) to represent each addend. Regroup the Ones and find the sum.

a $\boxed{46} + \boxed{37} = \boxed{83}$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
4	6	3	7	4	7	8	3

b $\boxed{28} + \boxed{27} = \boxed{55}$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
2	8	2	7	2	7	5	5

c $\boxed{39} + 45 = \boxed{84}$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
3	9	4	5	3	9	8	4

d $\boxed{38} + \boxed{46} = \boxed{84}$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
3	8	4	6	3	8	8	4

Activity

Find the sum of each of the following:

$$\begin{array}{r} \text{a} \quad 3 \ 6 \\ + 4 \ 9 \\ \hline 85 \end{array}$$

$$\begin{array}{r} \text{b} \quad 4 \ 5 \\ + 3 \ 9 \\ \hline 84 \end{array}$$

$$\begin{array}{r} \text{c} \quad 2 \ 8 \\ + 1 \ 7 \\ \hline 45 \end{array}$$

$$\begin{array}{r} \text{d} \quad 7 \ 3 \\ + \quad 7 \\ \hline 80 \end{array}$$

$$\begin{array}{r} \text{e} \quad 6 \ 4 \\ + \quad 7 \\ \hline 71 \end{array}$$

$$\begin{array}{r} \text{f} \quad 2 \ 8 \\ + 5 \ 6 \\ \hline 84 \end{array}$$

$$\begin{array}{r} \text{g} \quad 2 \ 7 \\ 5 \ 2 \\ + 1 \ 8 \\ \hline 97 \end{array}$$

$$\begin{array}{r} \text{h} \quad 4 \ 9 \\ 6 \\ + 3 \ 8 \\ \hline 93 \end{array}$$

$$\text{i} \quad 45 + 19 = 64$$

$$\text{j} \quad 63 + 28 = 91$$

$$\text{k} \quad 77 + 5 = 82$$

$$\text{l} \quad 39 + 27 = 66$$

$$\text{m} \quad 49 + 36 = 85$$

$$\text{n} \quad 45 + 37 = 82$$

$$\text{o} \quad 46 + 18 + 28 = 92$$

$$\text{p} \quad 39 + 6 + 29 = 74$$

Ex.

$$27 + 35 + 12 + 16$$

$$\begin{array}{cc} \text{Tens} & \text{Ones} \\ 27 + 35 = 62 \end{array}$$

$$\begin{array}{cc} \text{Tens} & \text{Ones} \\ 12 + 16 = 28 \end{array}$$

$$62 + 28 = 90$$

$$\begin{array}{cc} \text{Tens} & \text{Ones} \end{array}$$



Activity

Solve, as in the previous example.

15 + 27 + 38 + 14

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

94

[illegible]



GROUP ACTIVITIES

- 1 Draw **Tens (sticks)** and **Ones (small squares)** to represent each addend. Regroup the **Ones** and find the sum.

$$\begin{array}{c} \boxed{56} + \boxed{28} = \boxed{84} \\ \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \\ + \quad = \end{array}$$

$$\begin{array}{c} \boxed{63} + \boxed{17} = \boxed{80} \\ \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \\ + \quad = \end{array}$$

$$\begin{array}{c} \boxed{49} + \boxed{25} = \boxed{74} \\ \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \\ + \quad = \end{array}$$

$$\begin{array}{c} \boxed{51} + \boxed{39} = \boxed{90} \\ \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \quad \text{Tens} \quad \text{Ones} \\ + \quad = \end{array}$$

73 + 9 = 82

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
------	------	------	------	------	------	------	------

+	=	=
---	---	---

27 + 46 = 63

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
------	------	------	------	------	------	------	------

+	=	=
---	---	---

58 + 26 = 84

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones
------	------	------	------	------	------	------	------

+	=	=
---	---	---

17 + 58 + 19 = 94

Tens	Ones	Tens	Ones	Tens	Ones
------	------	------	------	------	------

+	+	=
---	---	---

Tens	Ones	Tens	Ones
------	------	------	------

=

2 Find the sum of each of the following:

$$\begin{array}{r} ① \quad 37 \\ + 58 \\ \hline 95 \end{array}$$

$$\begin{array}{r} ② \quad 23 \\ + 47 \\ \hline 70 \end{array}$$

$$\begin{array}{r} ③ \quad 86 \\ + 4 \\ \hline 90 \end{array}$$

$$\begin{array}{r} ④ \quad 3 \\ + 65 \\ \hline 68 \end{array}$$

$$\begin{array}{r} ⑤ \quad 26 \\ + 46 \\ \hline 72 \end{array}$$

$$\begin{array}{r} ⑥ \quad 39 \\ + 55 \\ \hline 94 \end{array}$$

$$\begin{array}{r} ⑦ \quad 18 \\ + 27 \\ \hline 45 \end{array}$$

$$\begin{array}{r} ⑧ \quad 23 \\ + 9 \\ \hline 32 \end{array}$$

$$\begin{array}{r} ⑨ \quad 37 \\ + 39 \\ \hline 76 \end{array}$$

$$\begin{array}{r} ⑩ \quad 79 \\ + 9 \\ \hline 88 \end{array}$$

$$\begin{array}{r} ⑪ \quad 33 \\ + 49 \\ \hline 82 \end{array}$$

$$\begin{array}{r} ⑫ \quad 44 \\ + 34 \\ \hline 78 \end{array}$$

$$\begin{array}{r} ⑬ \quad 25 \\ + 35 \\ + 15 \\ \hline 75 \end{array}$$

$$\begin{array}{r} ⑭ \quad 26 \\ + 29 \\ + 24 \\ \hline 79 \end{array}$$

$$\begin{array}{r} ⑮ \quad 33 \\ + 49 \\ \hline 82 \end{array}$$

$$⑯ \quad 56 + 29 = 85$$

$$⑰ \quad 36 + 38 = 74$$

$$⑱ \quad 27 + 68 = 95$$

$$⑲ \quad 7 + 56 = 63$$

$$⑳ \quad 38 + 57 = 95$$

$$㉑ \quad 46 + 29 = 75$$

$$㉒ \quad 49 + 26 = 75$$

$$㉒ \quad 5 + 67 = 72$$

$$㉓ \quad 16 + 75 = 91$$

$$㉓ \quad 60 + 13 = 73$$

$$㉔ \quad 64 + 9 = 73$$

$$㉔ \quad 24 + 58 = 82$$

$$㉕ \quad 9 + 44 = 53$$

$$㉕ \quad 53 + 39 = 92$$

$$㉖ \quad 52 + 39 = 91$$

$$㉖ \quad 72 + 19 = 91$$

$$㉗ \quad 23 + 58 = 81$$

$$㉗ \quad 29 + 49 = 78$$

$$㉘ \quad 75 + 5 = 80$$

$$㉘ \quad 48 + 34 = 82$$

$$㉙ \quad 82 + 8 = 90$$

$$㉙ \quad 69 + 9 = 78$$

$$㉚ \quad 18 + 46 + 17 = 81$$

$$㉚ \quad 13 + 63 + 18 = 94$$

$$㉛ \quad 45 + 25 + 9 = 79$$

$$㉛ \quad 67 + 12 + 8 = 87$$


$$45 + 18 + 17 + 19$$

(b)

$$26 + 24 + 35 + 9$$

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ⓐ

$$19 + 17 + 25 + 16$$

+		=			+		=	
Tens	Ones	Tens	Ones		Tens	Ones	Tens	Ones
+				+				
+					= 77			

Tens	Ones		Tens	Ones
+		+		

ⓑ

$$8 + 18 + 17 + 29$$

+		=			+		=	
Tens	Ones	Tens	Ones		Tens	Ones	Tens	Ones
+				+				
+					= 72			

Tens	Ones		Tens	Ones
+		+		

Accumulative Assessment

13

Chapter 4

Choose the correct answer:

- a Nine hundred sixty = 960 (960 or 690 or 906)
 b The value of the digit 8 in 819 is 800 (8 or 80 or 800)
 c $800 + 9 + 60 = 869$ (896 or 869 or 698)
 d 5 Hundreds + 2 Ones = 502 (502 or 520 or 205)
 e The smallest 3 digit number is 100 (100 or 102 or 111)

Complete the following.

- a The place value of the digit 7 in 276 is tens
 b $783 = 700 + 80 + 3$
 c 9 Ones + 6 Tens + 8 Hundreds = 869
 d The smallest number formed from the digits 6, 8 and 0 is 608
 e 695, 696, 697, 698, 699, 700

Answer the following

a Find the result:

- 1 $15 + 38 = 53$ 2 $(15 + 28) + (19 + 37) = 43 + 56 = 99$
 3 $28 + 45 = 73$ 4 $(17 + 13) + (26 + 28) = 30 + 54 = 84$

b Complete using (<, = or >)

- 1 $107 < 701$ 2 Two hundred sixteen < 260
 3 $203 > 2 + 0 + 3$ 4 4 Hundreds + 8 Tens = $400 + 80$

c Match:

- 1 5 Hundreds + 1 Tens + 7 Ones • $400 + 56$ a
 2 6 Ones + 5 Tens + 4 Hundreds • $270 + 4$ b
 3 $200 + 70 + 4$ • $500 + 17$ c

Assessment on Chapter 4



First: Find the result.

a $49 - 7 = 42$

b $65 + 9 = 74$

c $63 + 8 = 71$

d $20 - 4 = 16$

Second: Complete the following.

a $17 + 5 = 5 + 17 = 22$

b $23 + 6 = 6 + 23 = 29$

c $5 + 4 = 4 + 5 = 9$

Third: Answer the following.

Use the 120 Chart to estimate:

1 $63 \rightarrow$
 $+ 17 \rightarrow$
 $\underline{\hspace{1cm}}$
 80

2 $45 \rightarrow$
 $+ 22 \rightarrow$
 $\underline{\hspace{1cm}}$
 70

3 $89 \rightarrow$
 $- 75 \rightarrow$
 $\underline{\hspace{1cm}}$
 10

4 $61 \rightarrow$
 $- 28 \rightarrow$
 $\underline{\hspace{1cm}}$
 30

Wafaa collected 47 red flowers and Rana collected 32 white flowers.
 Find the difference between them.

The difference = $47 - 32 = 15$ flowers

Youssef has 75 pounds and his mother gave him 12 pounds.
 What is the total amount of money with Youssef?

The total amount = $75 + 12 = 87$ pounds

Chapter

5

2-dimensional Shapes

1–4

Outcomes.

- Participating in Calendar Math Activities.
- Identifying and naming two-dimensional shapes.
- Describing the attributes of two-dimensional shapes.
- Identifying shapes that have specified attributes.
- Sorting two-dimensional shapes based on attributes.
- Identifying and drawing two-dimensional shapes based on given attributes.
- Describing and identifying two-dimensional shapes by their attributes.
- Arranging two-dimensional shapes to create a picture.

3-dimensional Shapes

8–10

Outcomes

- Participating in Calendar Math Activities.
- Identifying and naming three-dimensional shapes.
- Identifying and counting attributes of three-dimensional shapes.
- Identifying three-dimensional shapes based on attributes.
- Sorting three-dimensional shapes based on attributes.
- Building three-dimensional shapes.
- Describing the attributes of three-dimensional shapes.

Measuring the Length in Centimeters Estimating the Length Measuring the Side Length of a Geometric Shape

5–7

Outcomes.

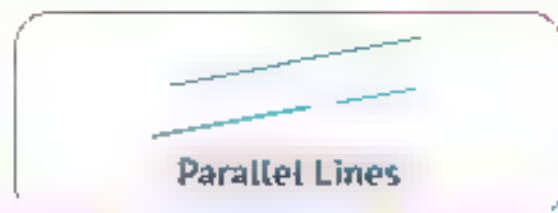
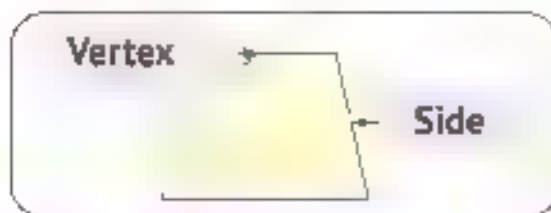
- Participating in Calendar Math Activities.
- Measuring the lengths of objects in centimeters.
- Describing strategies to accurately measure the lengths of objects.
- Explaining the relationship between centimeters and meters.
- Measuring objects to the nearest centimeter.
- Estimating lengths of objects to benchmark lengths of 1, 10, 50, and 100 centimeters.
- Estimating and confirming the length of an object.
- Measuring the sides of two-dimensional shapes.

Lessons 2-dimensional Shapes

الأشكال الهندسية ثنائية الأبعاد



- Two-dimensional shapes are **closed flat shapes**.
الأشكال ثنائية الأبعاد هي أشكال مُسطحة مغلقة.
 - Two-dimensional shapes are formed from **line segments** (sides).
تتكون الأشكال ثنائية الأبعاد من قطع مستقيمة (أضلاع).
 - Vertex:** is the point where each two sides meet.
الرأس هو النقطة التي يلتقي فيها كل ضلعين.
 - Two-dimensional shapes are named according to **the number of sides they have**:
تسمى الأشكال ثنائية الأبعاد وفقاً لعدد الأضلاع.
- | | |
|--------------------|-------------------------|
| 3 Sides → Triangle | 4 Sides → Quadrilateral |
| 5 Sides → Pentagon | 6 Sides → Hexagon |
- Parallel lines** are lines that do not intersect, even if they are extended like a railway.
مُحطوط متوازيه هي خطوط لا تتقاطع حتى لو كانت ممتدة، مثل المسكك الحديدية.



0 Sides



Circle

3 Sides



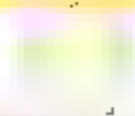
Triangle

4 Sides



Quadrilateral

5 Sides



Pentagon

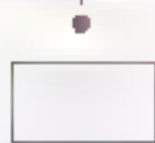
6 Sides



Hexagon



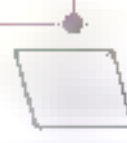
Square



Rectangle




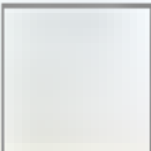
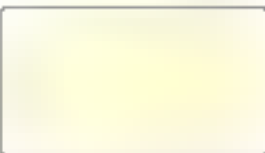
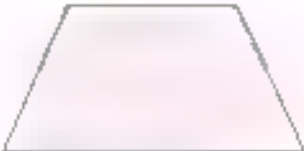
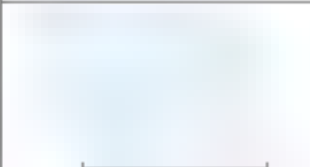



Trapezoid



Rhombus

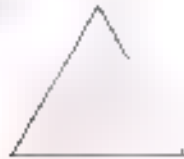



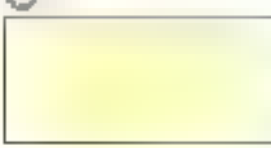





Attributes of Two-dimensional Shapes

Shape		Name	Attributes	
			Sides	Vertices
		Triangle	3	3
Quadrilaterals		Square	4 equal	4
		Rectangle	4 (2 short, 2 long)	4
		Trapezoid	4 (2 parallel, 2 not parallel)	4
		Rhombus	4 equal	4
		Pentagon	5	5
		Hexagon	6	6
		Circle	0	0

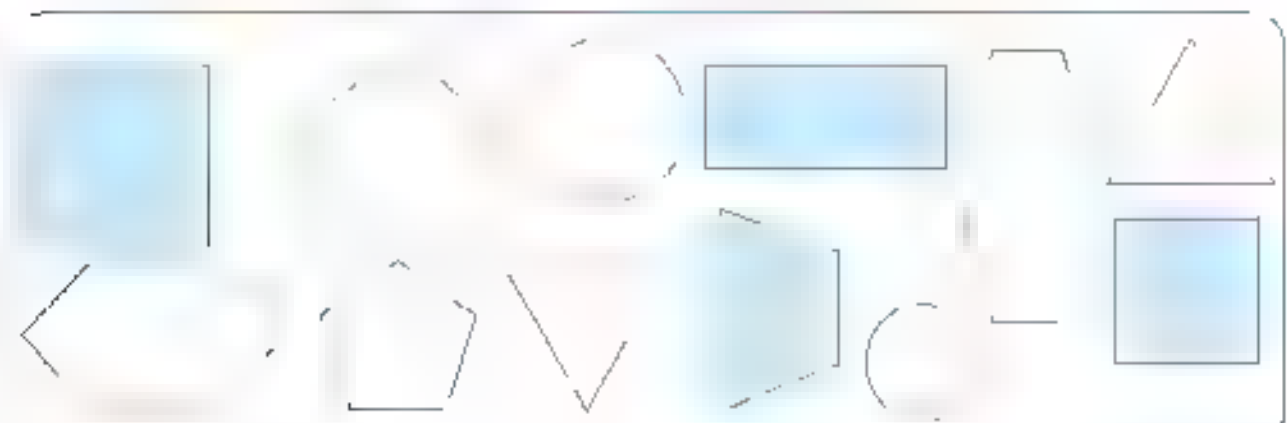
Activity

Match each shape to its name.

<p>a</p> 	<p>Triangle</p> <p>Rhombus</p>	
<p>b</p> 	<p>Hexagon</p> <p>Trapezoid</p>	<p>f</p> 
<p>c</p> 	<p>Square</p> <p>Pentagon</p>	<p>g</p> 
<p>d</p> 	<p>Rectangle</p> <p>Circle</p>	<p>h</p> 

Activity

Color the quadrilateral shapes (4 sides).



Activity

Complete the following sentences:

- a The triangle has 3 sides. b The hexagon has 6 sides.
c The square has 4 vertices. d The pentagon has 5 vertices.

Activity

Draw:

- a Draw a shape with 4 sides.

- b Draw a shape with 3 vertices.

- c Draw a shape with 0 sides.

- d Draw a shape with 5 vertices.

Activity

Who am I? (Draw the shape, then write its name)

- a I am a shape with 4 equal sides.

- b I am a shape with 4 sides
(2 long sides and 2 short sides).

square

rectangle

- c I am a shape with 5 sides.

- d I am a shape with 6 sides.

pentagon

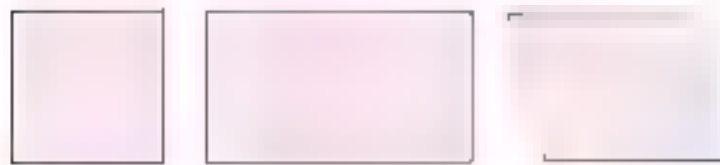
hexagon

Activity

Use the following shapes to form.



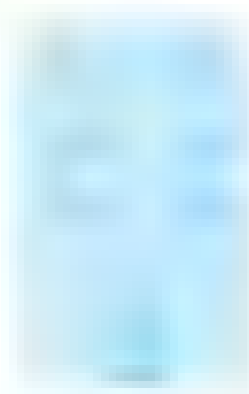
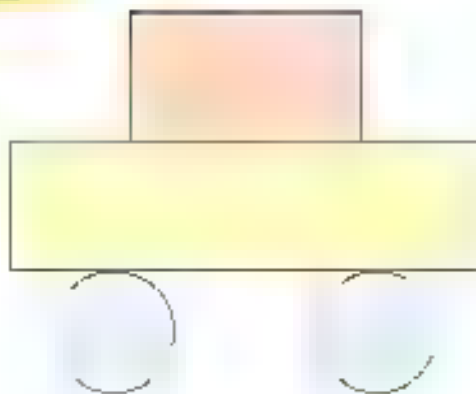
1-4



A car

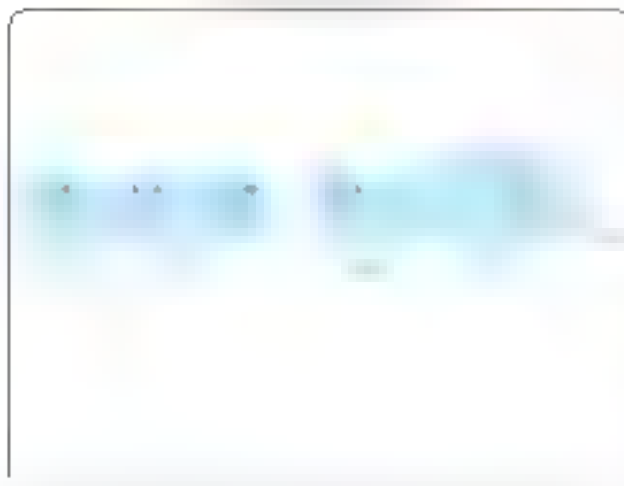
A house

Ex.



A train


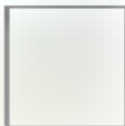






A clown





HOME ACTIVITIES

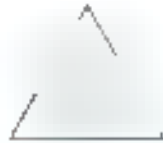
1 Complete the following table:

		Name	Attributes	
			Sides	Vertices
				
Quadrilaterals				
			(long, short)	
			(parallel, not parallel)	
				
				
				
				

2 Write the name of each shape



a Rhombus



b Triangle



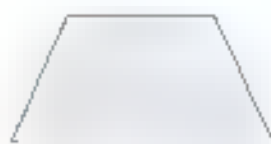
c Pentagon



d Square



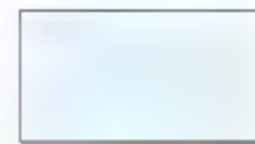
e Circle



f Trapezoid



g hexagon



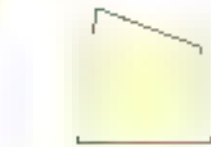
h Rectangle

3 Match each shape to its name.

a	Triangle	
b	Rhombus	f
c	Hexagon	g
d	Trapezoid	h
	Square	
	Pentagon	
	Rectangle	
	Circle	



4 Write the number of **sides** of each shape.



a 4



b 3



c 5



d 6



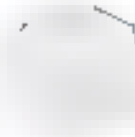
e 8



f 4

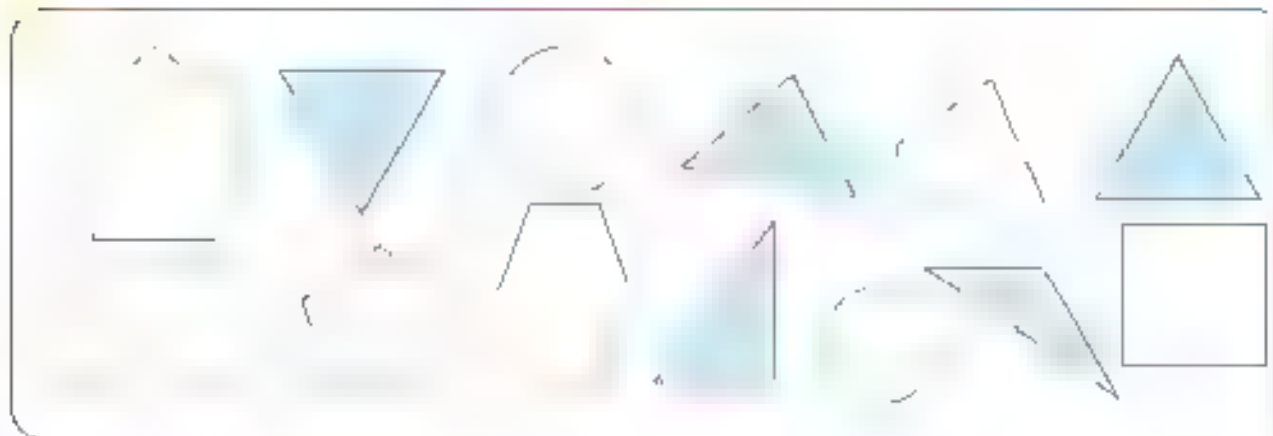


g 3

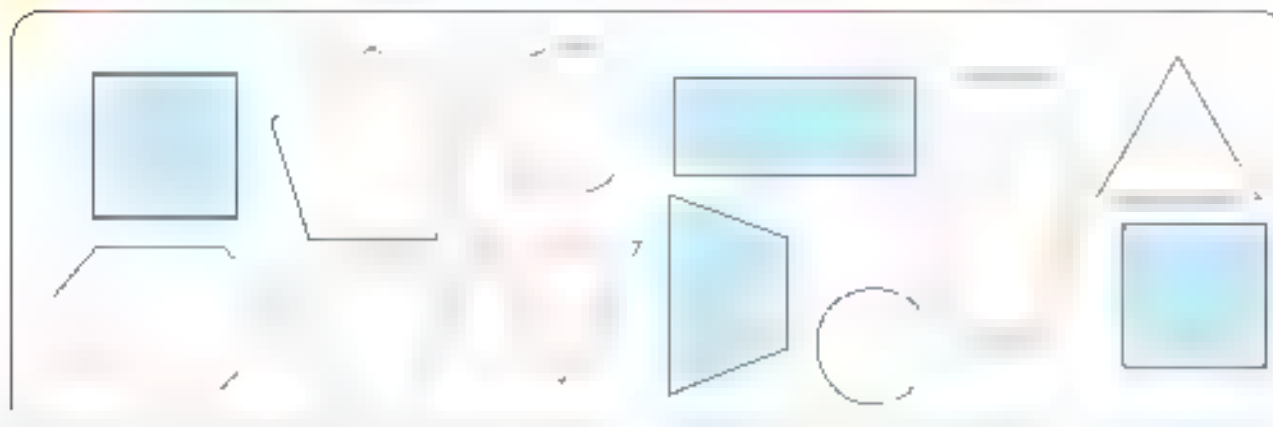


h 7

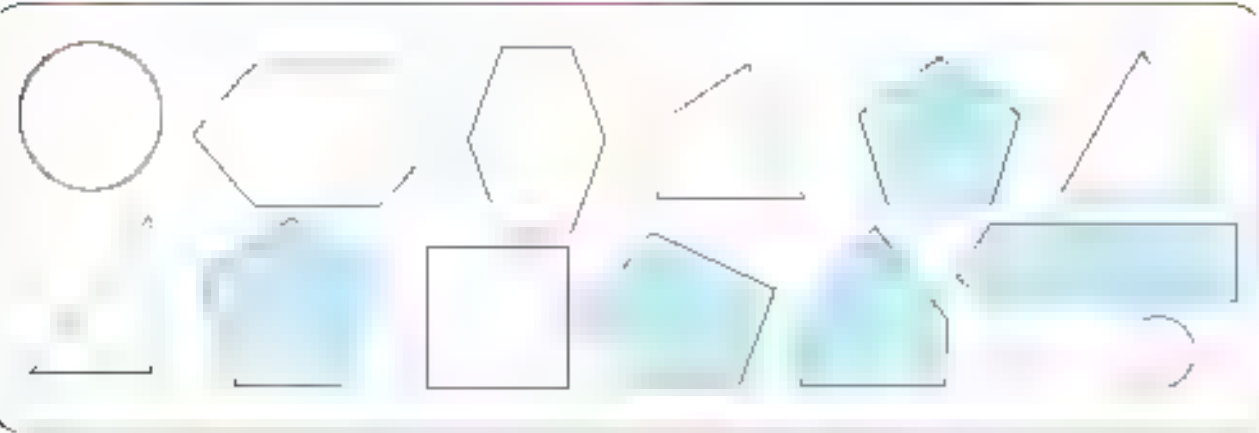
5 Color the triangles (3 sides).



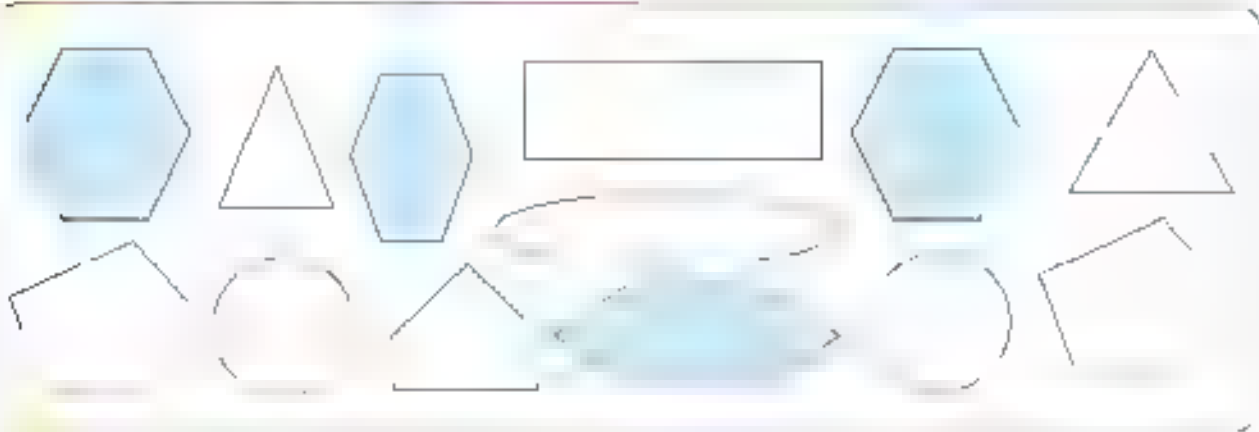
6 Color the quadrilateral shapes (4 sides).



7 Color the pentagons (5 sides).



8 Color the hexagons (6 sides):



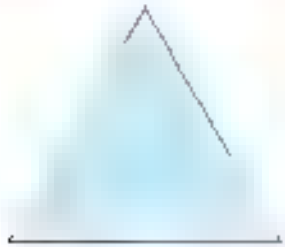
9 Complete the following sentences:

- a The triangle has 3 sides and 3 vertices.
- b Square and rhombus are quadrilaterals with 4 equal sides.
- c The rectangle has 4 sides, 2 of them are long and 2 are short.
- d The trapezoid has 4 sides, 2 sides are parallel and 2 are not parallel.
- e The pentagon has 5 sides and 5 vertices.
- f The hexagon has 6 sides.
- g The circle has no sides.
- h All sides of the square are equal in length.



10 Draw.

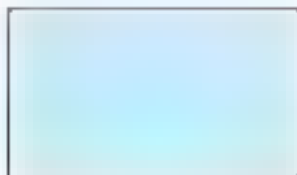
a Draw a shape with 3 s.des.



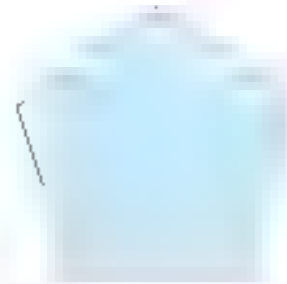
b Draw a shape with 3 vert ces



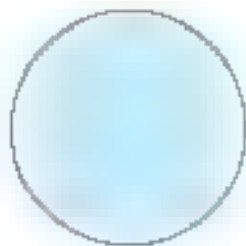
c Draw a shape with 4 s.des.



d Draw a shape with 5 vert ces



e Draw a shape with 0 s.des.



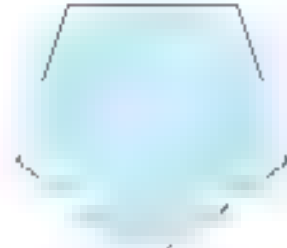
f Draw a shape with 4 vert ces



g Draw a shape with 6 s.des.



h Draw a shape with 5 s.des



11 Who am I? (Draw the shape, and write its name)

1-4

a I am a shape with 4 equal sides.



Square

b I am a shape with no sides.



circle

c I am a shape with 4 sides, I am not a square or a rectangle.



Rhombus

d I am a shape with 5 sides.



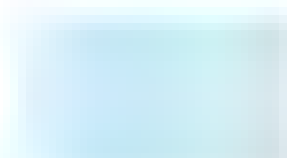
Pentagon

e I am a shape with 6 sides.



Hexagon

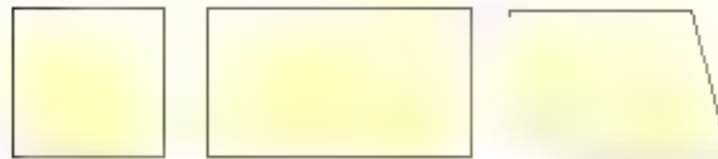
f I am a shape with 4 sides (2 long sides and 2 short sides).



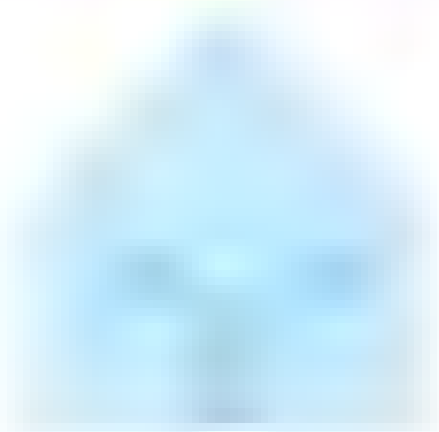
Rectangle



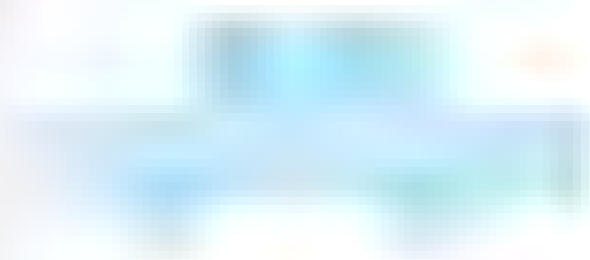
12 Use the following shapes to form.



A house



A car



A bird



A dog



Accumulative Assessment

14 up to Lesson 4

Choose the correct answer.

- a The triangle has 3 sides. (3 or 4 or 5)
- b The rectangle has 4 sides. (3 or 4 or 5)
- c The value of the digit 7 in 317 is 7. (7 or 70 or 700)
- d $80 + 9 + 600 = 689$. (896 or 869 or 689)
- e 300 Ones = 30 Tens. (3 or 30 or 300)

Complete the following:

- a The Pentagon has 5 sides and 5 vertices.
- b 7 Ones + 4 Hundreds + 3 Tens = 437
- c The hexagon has 6 sides and the circle has no sides.
- d The smallest 3-different-digit number is 102
- e Square and rectangle are quadrilateral shapes with 4 sides each.

Answer the following.

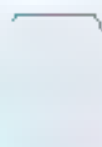
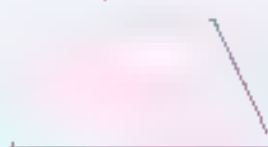
a Complete using (<, = or >)

- 1 785 > 758
- 2 The smallest 3 digit number < 102
- 3 799 < 80 Tens
- 4 $200 + 70 + 8 = 278$

b Arrange the following numbers in an ascending order

70, 770, 7, 77, 700
7, 70, 77, 700, 770

c Write the name of each shape



- 1 Circle
- 2 Trapezoid
- 3 Hexagon
- 4 Triangle



Lessons

Measuring the Length in Centimeters - Estimating the Length - Measuring the Side Length of a Geometric Shape

قياس الأطوال بالسنتيمتر - تقدير الأطوال - قياس طول ضلع شكل هندسي



The length of an object is how many **units** of **length** it is equivalent to.

طول الجسم هو عدد وحدات الطول التي تصاويه



Centimeter

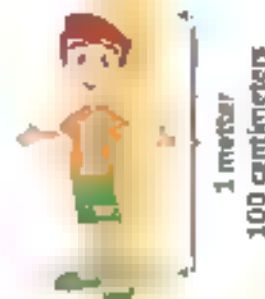


It's used to measure the lengths of **small** objects such as, pencils, books, erasers, etc.

Meter

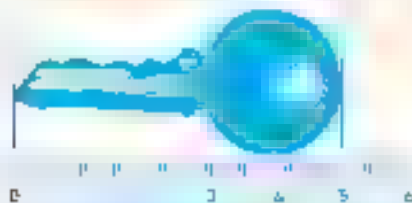


It's used to measure the lengths of **big** objects and **big** spaces, such as, whiteboards, buses, buildings, etc.



A ruler is a **measurement tool** that is used to measure the lengths of **small** objects. To use a ruler to measure the length of an object, as a key:

- Line up one end of the key with the zero mark on the ruler
- Find the centimeter mark on the ruler that is at the other end of the key



5 centimeters
Or 5 cm

Measuring lengths

Centimeter

سنتيمتر

Ruler

قياس الأطوال

Meter

متر

مسطرة

Estimating

تقدير

Activity

Use the ruler to measure the **length** of each object in centimeters.

a



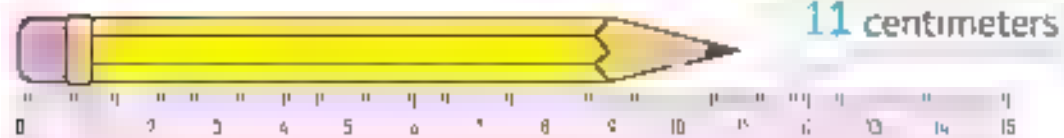
b



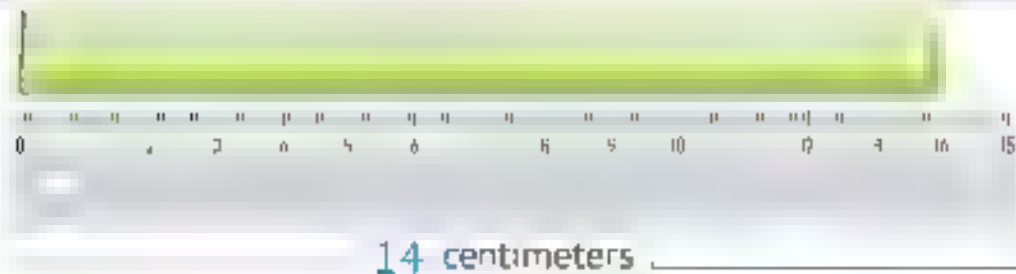
c



d



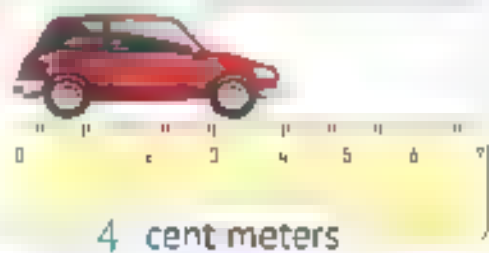
e



f



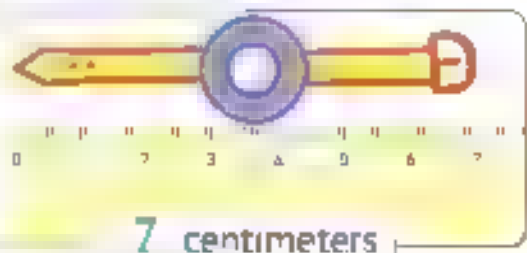
g



h



i

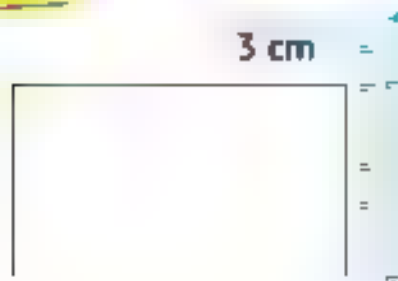




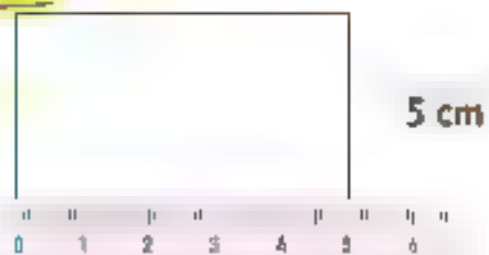
Activity

Measure the colored side length using your ruler

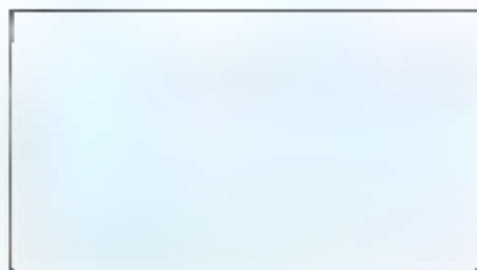
Ex.



Ex.

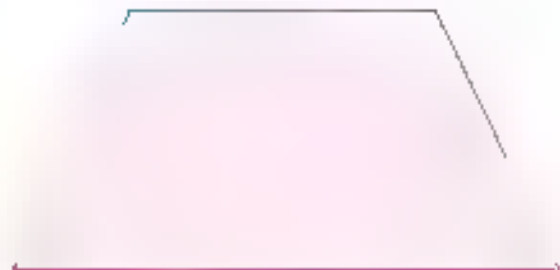


a



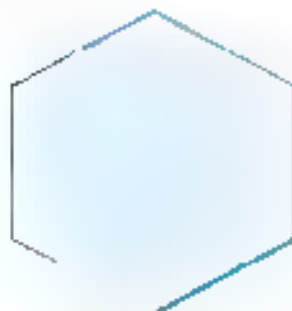
6 cm

b



7 cm

c



2 cm

d



4 cm

e



3 cm

f



4 cm

Estimating Lengths



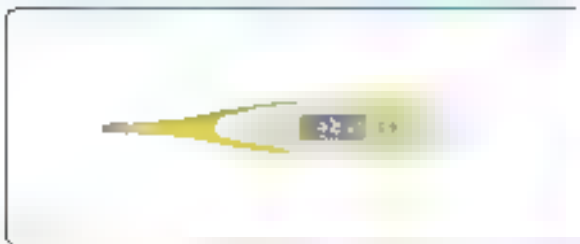
The mobile is about **15 cm**.



The car is about **2 m**.



The temperature thermometer is about **10 cm**.

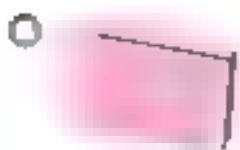


The school is about **15 m**.



Activity

Choose the appropriate **unit** to measure the length of each of the following.



(Meter - Centimeter) (Meter - Centimeter) (Meter - Centimeter) (Meter - Centimeter)

Activity

Choose the appropriate **estimate** for the length of:

Ⓐ Candle = **12 cm**

(12 cm or 8 m or 5 m)

Ⓑ House = **20 m**

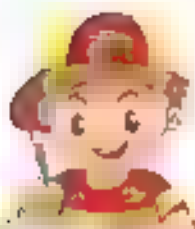
(20 cm or 20 m or 2 m)

Ⓒ Lamp = **15 cm**

(15 cm or 15 m or 2 m)

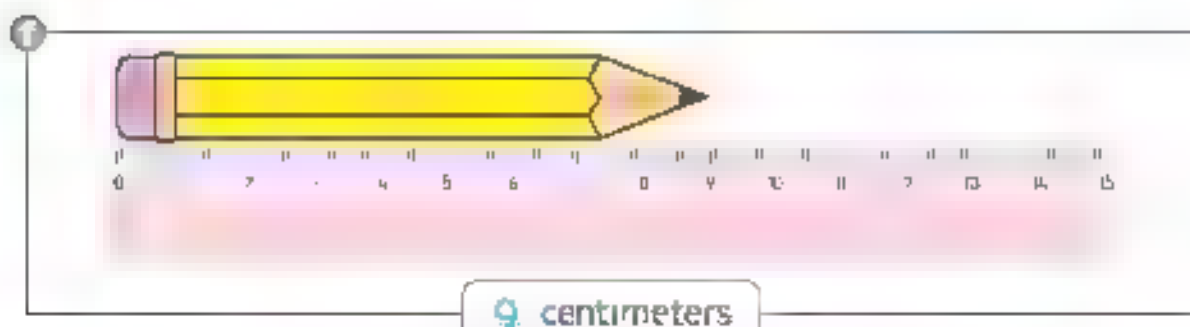
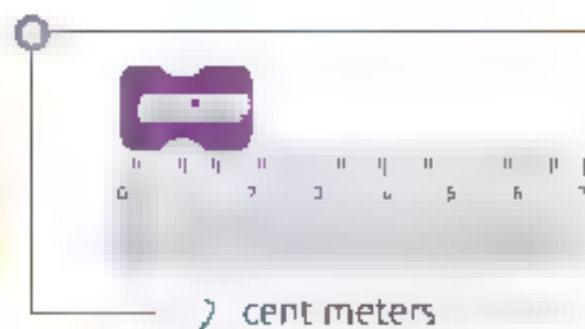
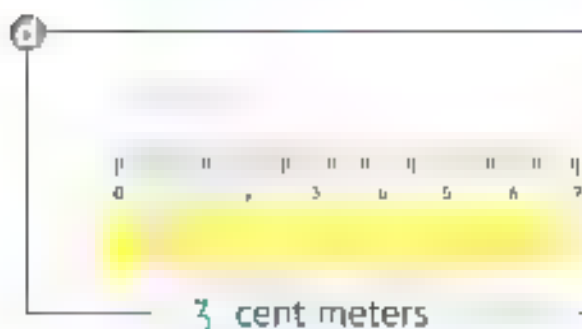
Ⓓ Board = **3 m**

(30 m or 30 cm or 3 m)



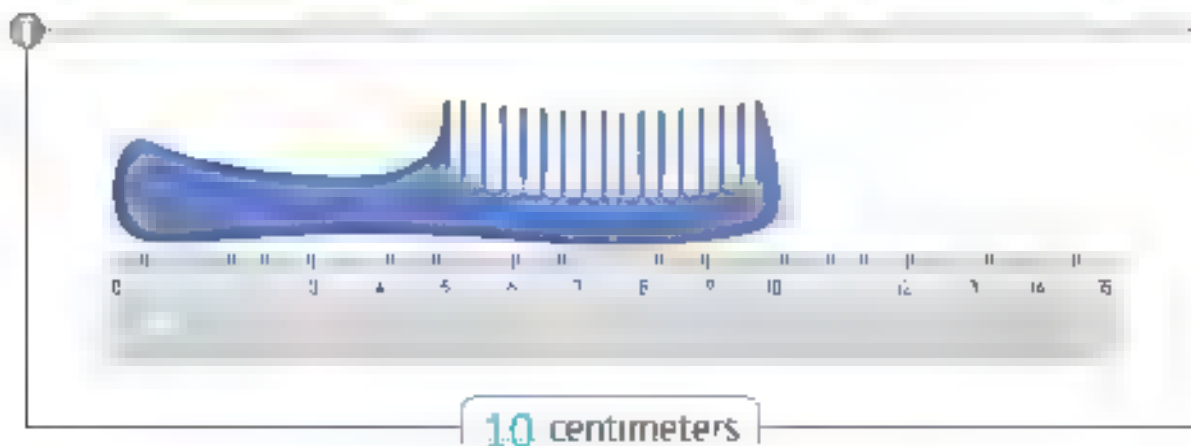
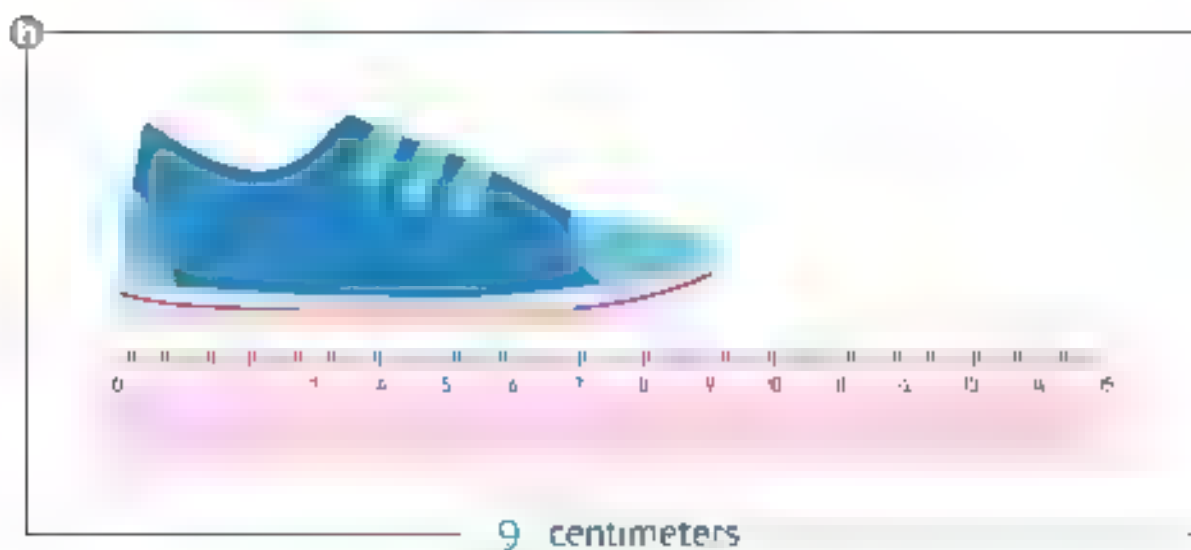
HOME ACTIVITIES

- 1 Use the ruler to measure the **length** of each object.



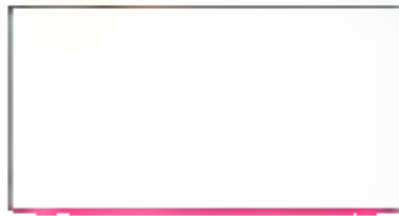
Measuring the Length in Centimeters - Estimating the Length

5-7





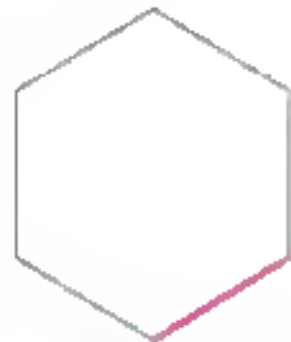
2 Measure the colored side length using your ruler.



a 5 cm



b 4 cm



c 2 cm



d 4 cm



e 5 cm



f 5 cm



g 4 cm



h 5 cm



i 3 cm



j 3 cm



k 5 cm



l 4 cm

3 Choose the suitable length estimate.

	Object	Length Estimate	
a		8 cm	80 cm
b		2 cm	12 cm
c		5 cm	15 cm
d		30 cm	20 cm
e		2 cm	25 cm
		50 cm	100 cm

Accumulative Assessment

15 up to Lesson 7

Choose the correct answer:

- a The square has 4 sides. (3 or 4 or 5)
 b 569 comes just before 570. (579 or 560 or 570)
 c The value of the digit 0 in 710 is 0. (0 or 10 or 100)
 d 5 Hundreds + 5 Ones = 505. (555 or 505 or 550)
 e 5 Hundreds = 50 Tens. (5 or 50 or 500)

Complete the following

- a The Circle has no sides and no vertices.
 b The greatest 3 different-digit number is 987.
 c $41 + 41 = 82$
 d $91 - 23 = 68$
 e The rectangle has 4 sides, 2 sides of them are long and 2 sides of them are short.

Answer the following

Find the result:

$$\begin{array}{r} 47 \\ + 9 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 29 \\ + 38 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 62 \\ - 11 \\ \hline 51 \end{array}$$

$$\begin{array}{r} 89 \\ - 46 \\ \hline 43 \end{array}$$

Arrange the following numbers in a descending order

909 , 90 , 900 , 990 , 99
 990 , 909 , 900 , 99 , 90

Use your ruler to measure the colored side length:



1) ... 3 ... cm



2) ... 2 ... cm



3) 4 cm

Lessons 3-dimensional Shapes

الأشكال ثلاثية الأبعاد



- Three dimensional shapes are **not flat shapes (solids)**

الأشكال ثلاثية الأبعاد ليست أشكالاً مسطحة

- The **face** is a flat side.

الوجه هو جانب مسطح.

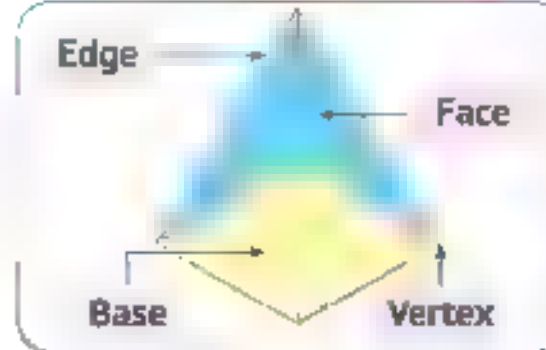
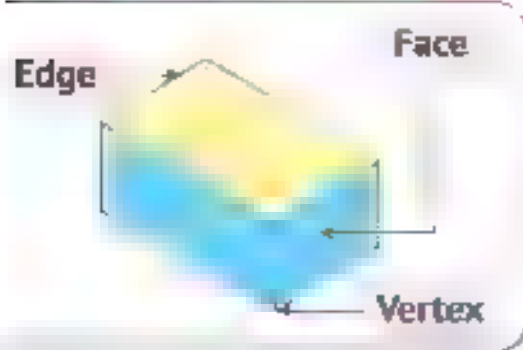
- The **edge** is where two faces meet

حرف هو حيث يلتقي وجهان.

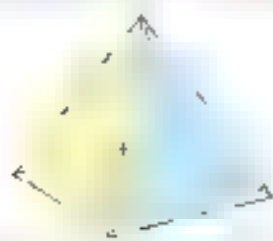
- The **vertex** is the **corner** where **edges** meet,

القاعدة: الوجه السفلي

الرأس هو الزاوية التي يلتقي فيها الحواف.



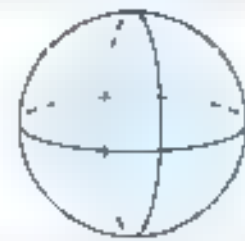
Square based Pyramid



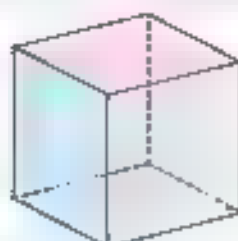
Cylinder



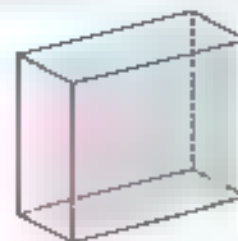
Sphere



Cube


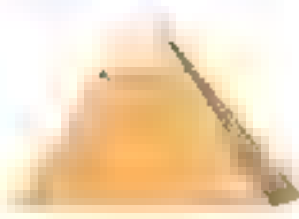
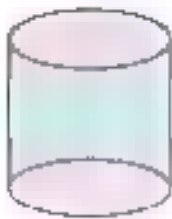

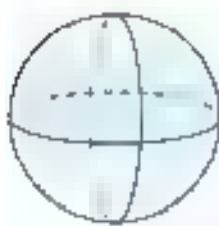

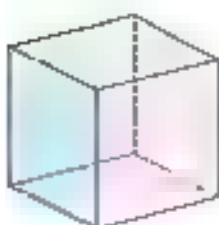

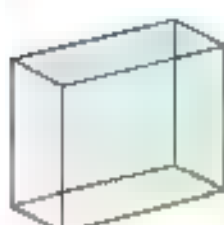



Rectangular Prism (Cuboid)





Attributes of Three-dimensional Shapes

Name	Shape (Solid)	Faces	Edges	Vertices
Square-based Pyramid	 	<p>5</p> <p>1 Squared face</p> <p>4 Triangular faces</p>	8	5
Cylinder	 	<p>2</p> <p>Circular faces</p>	0	0
Sphere	 	<p>0</p>	0	0
Cube	 	<p>6</p> <p>Squared faces</p>	12	8
Rectangular Prism	 	<p>6</p> <p>Rectangular faces</p>	12	8

Activity

Match each shape to its **name**

8-10

Diagram illustrating the matching activity:

- Shapes on the left: (a) Square-based pyramid, (b) Cylinder, (c) Sphere.
- Names in the center: Cylinder, Sphere, Square-based pyramid, Rectangular prism, Cube.
- Shapes on the right: (d) Cube, (e) Rectangular prism.

Activity


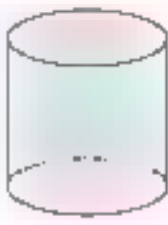

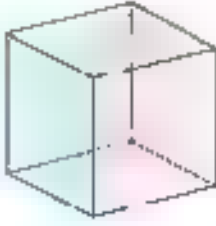
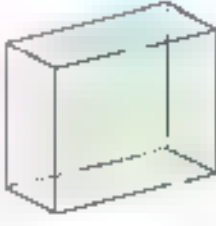
Complete the following sentences:

- The **cube** has **6** faces and the shape of each face is a **square**.
- The number of vertices of a **cube** is **8**.
- The number of edges of a **cube** is **12**.
- The **rectangular prism** has **12** edges, **8** vertices and **6** faces, each face is a **rectangle**.
- The **square-based pyramid** has **8** edges, **5** vertices and **5** faces, **1** face is a **square** and **4** faces are triangles.
- The **sphere** has **no** edges, **no** vertices, and **no** faces.
- The **Cylinder** has **no** edges, **no** vertices, and **2** circular faces.



Activity

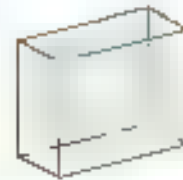
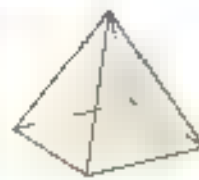
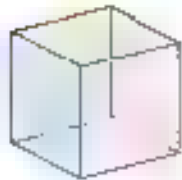
Complete the following table:

Name	Shape (Solid)	Faces	Edges	Vertices
		Squared face Triangular faces	8	5
		Circular faces	0	0
			0	0
		Squared faces	12	8
		Rectangular faces	12	8



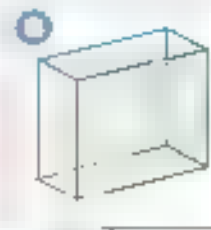
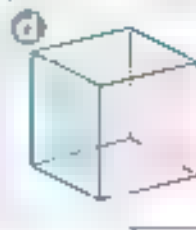
HOME ACTIVITIES

1 Write the **name** of each shape and repeat it.



- ☐ a Cube
 ☐ b Cylinder
 ☐ c Sphere
 ☐ d Square based pyramid
 ☐ e Rectangular prism

2 Match each solid to its **name**



Cylinder

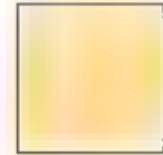
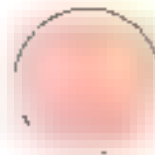
Sphere

Square-based
pyramid

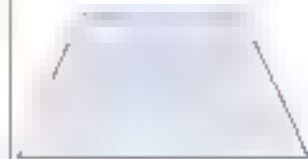
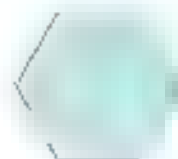
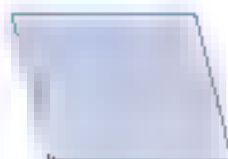
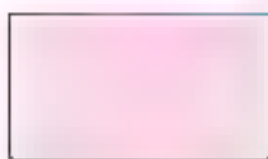
Rectangular
prism

Cube

3 Write the **name** of each shape:











- ☐ a Triangle
 ☐ b Pentagon
 ☐ c Circle
 ☐ d Square



- ☐ e Rectangle
 ☐ f Rhombus
 ☐ g Hexagon
 ☐ h Trapezoid



4 Match each shape to its name.

<p>a </p> <p>b </p> <p>c </p> <p>d </p>	<p>Triangle</p> <p>Rhombus</p> <p>Hexagon</p> <p>Trapezoid</p> <p>Square</p> <p>Pentagon</p> <p>Rectangle</p> <p>Circle</p>	<p>e </p> <p>f </p> <p>g </p> <p>h </p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

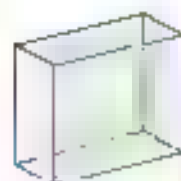
5 Complete the following sentences:

- a** The cube has **6** faces and the shape of each face is a **square**
- b** The number of vertices of a cube is **8**
- c** The number of edges of a cube is **12**
- d** The rectangular prism has **12** edges, **8** vertices and **6** faces, each face is a **rectangle**
- e** The square based pyramid has **8** edges, **5** vertices and **5** faces **1** face is a **square** and **4** faces are triangles
- f** The **sphere** has no edges, no vertices and no faces.
- g** The **cylinder** has no edges, no vertices, and 2 circular faces

6 Complete the following sentences

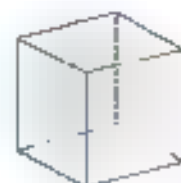
- Ⓐ The opposite solid is called a **rectangular prism**

It has **12** edges, **8** vertices and
6 faces, and the shape of each face is
 a **rectangle**



- Ⓑ The opposite solid is called a **cube**

It has **12** edges, **8** vertices and
6 faces, and the shape of each face is
 a **square**



- Ⓒ The opposite solid is called a **square-based pyramid**

It has **8** edges, **5** vertices and
5 faces.



- Ⓓ The opposite solid is called a **cylinder**

It has **0** edges, **0** vertices and
2 circular faces.



Accumulative Assessment

16 up to Lesson 10

Choose the correct answer:

- a The number of edges of a cube is 12 (6 or 8 or 12)
- b The hexagon has 6 sides. (5 or 6 or 0)
- c The place value of the digit 4 in 248 is Tens (Hundreds or Tens or Ones)
- d $5 \text{ Hundreds} + 7 \text{ Tens} = 570$ (507 or 570 or 577)
- e The smallest 3-digit number is 100 (100 or 999 or 102)

Complete the following.

- a Five hundred fifty (in digits) = 550
- b The number that comes right after 289 is 290
- c $12 - 7 = 10 - 5$
- d $4 + 3 = 3 + 3 + 1$
- e The sphere has no edges, no vertices and no faces.

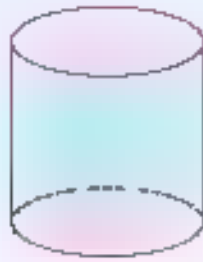
Answer the following

- Arrange the following numbers in a descending order

204 , 420 , 240 , 402 , 224

420 , 402 , 240 , 224 , 204

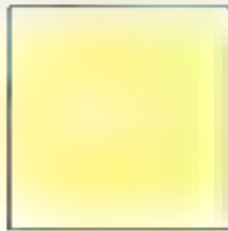
b Write the name of each shape



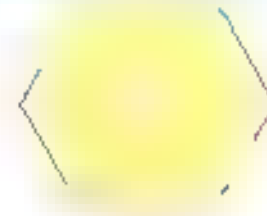
1 Cylinder



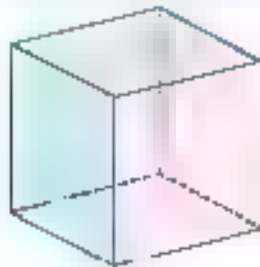
2 Pentagon



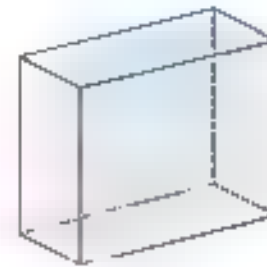
3 Square



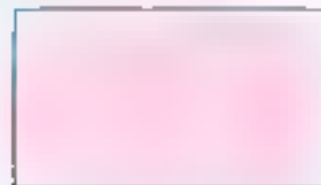
4 Hexagon



5 Cube



6 Rectangular prism














7 Rectangle

Assessment on Chapter



First Choose the correct answer:


- a The shape of the faces of a cube is  ( or  or )
- b The unit of measuring the length of a pen is centimeter
(meter  centimeter  millimeter)
- c The number of faces of a pyramid $>$ the number of sides of a rhombus
($<$  $=$  $>$ )
- d The 2-dimensional shape that has 5 sides and 5 vertices is called
a pentagon (rhombus  pentagon  square)

Second Use your ruler to measure the length of

a 
Length = 4 cm

b 
Length = 2 cm

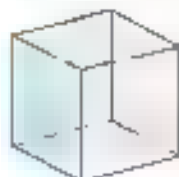
c 
Length = 7 cm

d 
Length = 7 cm

Third Write the name of each shape:



a) Cylinder



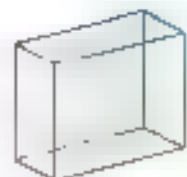
b) Cube



c) Square-based pyramid




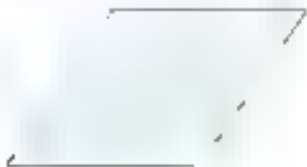




d) Sphere



e) Rectangular prism

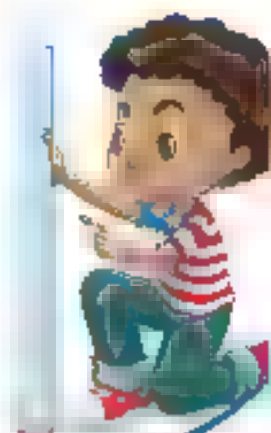
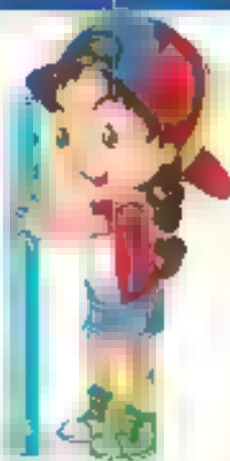
 Complete the following table

Shape	Name	Number of Sides	Number of Vertices
			
			
			
			
			
			
			

Chapter

6

Chapter Lessons



Lessons Measuring Mass Units **1&2** of Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Comparing grams and kilograms.
- Selecting appropriate units to measure the masses of objects.
- Investigating the masses of various items
- Matching items to mass in grams or kilograms

Lessons Applications on **3&4** Measuring Mass

Outcomes:

- Participating in Calendar Math Activities.
- Solving addition story problems with 1- and 2-digit numbers.
- Solving story problems involving mass.
- Solving addition and subtraction story problems
- Creating a story problem involving adding or subtracting units of mass

Lessons Time "A.M. or P.M." – **5&6** Creating an Analog Clock

Outcomes:

- Participating in Calendar Math Activities
- Explaining that a day equals 24 hours.
- Distinguishing between a.m. and p.m.
- Creating an analog clock
- Telling time (Hours).
- Telling time (Half Hours)

Lessons Reading Time with Halves **7-10** – Applications on Time – Reading Time in Minutes

Outcomes:

- Participating in Calendar Math Activities.
- Showing time to a half hour on an analog clock.
- Reading time to the hour and half hour.
- Writing time to the hour and half hour
- Matching digital times to analog times.
- Reading time to a quarter hour.
- Writing time to a quarter hour.
- Matching analog times to the quarter hours to their digital, and written forms.

Lessons 1&2

قياس الكتلة – وحدات قياس الكتلة

Balance

Balance

It is a tool for measuring mass and there are many types of balances



The bird is **lighter** than the cat.



The dog is **heavier** than the shoes.

Activity

Look at the following pictures and answer using **(lighter)** or **(heavier)**:



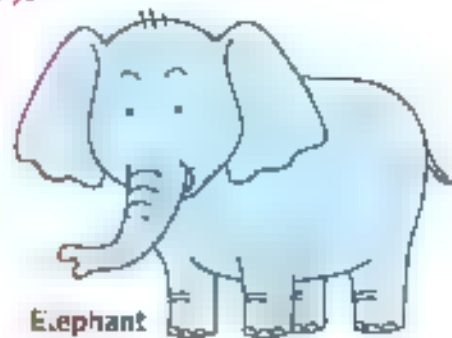
Bird



Rabbit



Dog



Elephant

☐ The bird is

☐ The dog is

☐ The rabbit is

☐ The elephant is

lighter

lighter

heavier

heavier

than the rabbit

than the elephant

than the bird

than the dog

Mass

كتلة

Gram

جرام

Kilogram

كيلوجرام

Tool

أداة

Unit

وحدة

Light

خفيفة

Lighter than

أخف من

Heavy

ثقيل

Heavier than

أثقل من

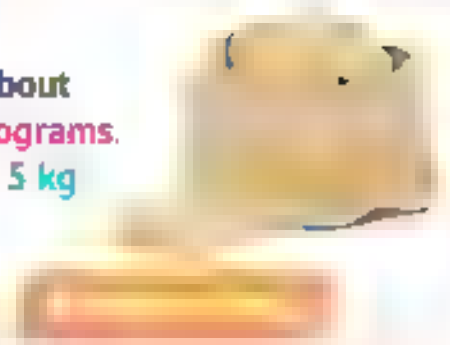
About
5 grams.
Or 5 gm.



It is used to measure **small** masses.

يستخدم بقياس كتلة الأشياء الصغيرة.

About
5 kilograms.
Or 5 kg



It is used to measure **large** masses

يستخدم بقياس كتلة الأشياء الكبيرة.

Activity

Decide which would be the best unit of measurement for weighing each object. Circle your answer

a



(Grams (gm), Kilograms (kg)

b



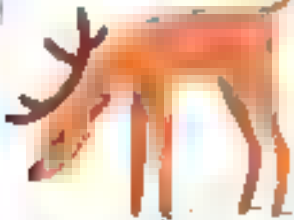
(Grams (gm), Kilograms (kg)

c



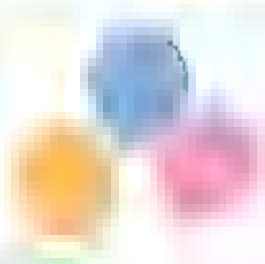
(Grams (gm), Kilograms (kg)

d



(Grams (gm), Kilograms (kg)

e



(Grams (gm), Kilograms (kg)

f



(Grams (gm), Kilograms (kg)

g



(Grams (gm), Kilograms (kg)

h



(Grams (gm), Kilograms (kg)



HOME ACTIVITIES

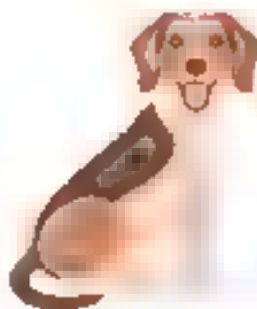
1 Look at the following pictures and answer using (lighter) or (heavier)



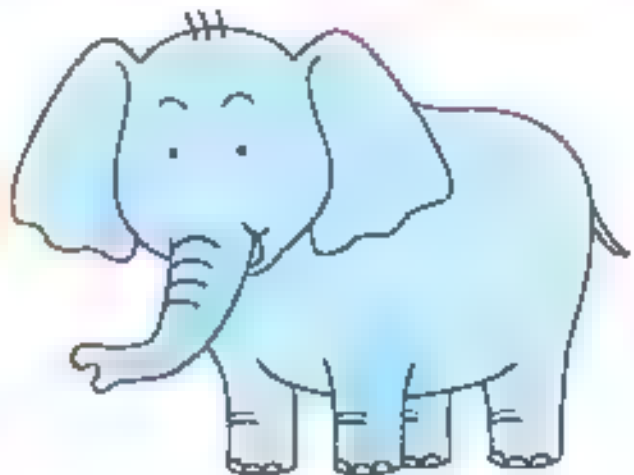
Bird



Rabbit



Dog



Elephant

- ☐ A The bird is lighter than the rabbit
- ☐ B The bird is lighter than the dog
- ☐ C The bird is lighter than the elephant.
- ☐ D The elephant is heavier than the bird
- ☐ E The elephant is heavier than the dog
- ☐ F The elephant is heavier than the rabbit
- ☐ G The dog is lighter than the elephant.
- ☐ H The dog is heavier than the rabbit
- ☐ I The dog is heavier than the bird
- ☐ J The rabbit is lighter than the elephant.
- ☐ K The rabbit is heavier than the bird
- ☐ L The rabbit is lighter than the dog

2 Color the heavier:

a



b



c

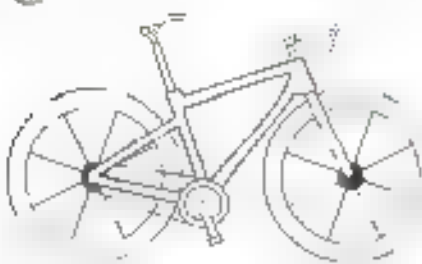


d



3 Color the lighter:

a



b



c



d



4 Decide which would be the best unit of measurement for weighing each object. Circle your answer:



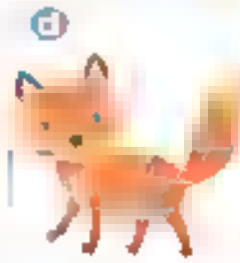
Grams (gm)
Kilograms (kg)



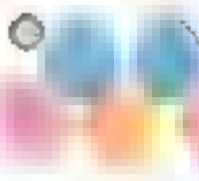
Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



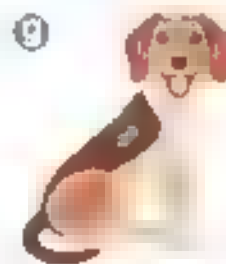
Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)



Grams (gm)
Kilograms (kg)

Accumulative Assessment

17 up to Lesson 2



Choose the correct answer:

- a The number of sides of a pentagon is 5 (4 or 5 or 6)
- b The value of the digit 4 in 834 is 4 (4 or 40 or 400)
- c The greatest 3-digit number is 999 (100 or 999 or 102)
- d 70 Tens = 7 Hundreds (7 or 70 or 700)
- e Nine hundred twelve = 912 (912 or 920 or 921)



Complete the following:

- a 603 (in words): ... six hundred three
- b The number that comes right before 600 is 599
- c 9 Hundreds + 5 Tens + 7 Ones = 957
- d The smallest number formed from 5, 4 and 3 is 345
- e The name of the solid that has 2 circular faces is cylinder



Answer the following.

A Complete using (<, = or >).

- 1 405 < 504
- 2 Two hundred twenty 212
- 3 800 = 80 Tens
- 4 70 + 500 + 8 < 758

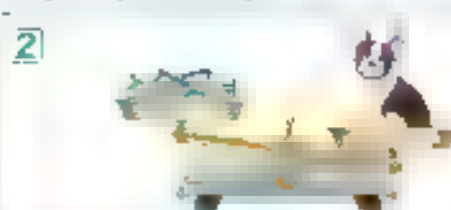
B Arrange the following numbers in an ascending order.

- 756 , 592 , 216 , 890 , 654
- 216 , 592 , 654 , 756 , 890

C Use the pictures to answer with (lighter) or (heavier):



The bird is lighter than the cat.



The dog is heavier than the shoes.

Lessons

3&4

تطبيقات على قياس الكتلة

3&4



- They must write **gm** or **kg** according to the problem after each solution

Activity

- ① Mona bought a chicken that weighed **3** kilograms and a duck that weighed **5** kilograms

What is the mass of the chicken and the duck together?

$$3 + 5 = 8 \text{ kg}$$

- ② If the mass of Hani is **35** kilograms and the mass of Marwa is **24** kilograms. What is the mass of Hani and Marwa together?

$$35 + 24 = 59 \text{ kg}$$

- ③ A baker has a bag of flour that has a mass of **90** kilograms. He used **30** kilograms of it to make bread

What is the mass of flour that the baker did not use?

$$90 - 30 = 60 \text{ kg}$$

- ④ Mohamed has **77** grams of sweets, of which he ate **23** grams. What is the mass of the remaining sweets?

$$77 - 23 = 54 \text{ g}$$



HOME ACTIVITIES

- 1 Marwa has a dog that weighs 15 kilograms, and a cat that weighs 7 kilograms.

How much do both of Marwa's pets weigh together?

$$15 \text{ kg} + 7 \text{ kg} = 22 \text{ kg}$$

- 2 Fatima has a bicycle that weighs 18 kilograms. Her brother has a tricycle that weighs 9 kilograms. How much do the bikes weigh all together?

$$18 \text{ kg} + 9 \text{ kg} = 27 \text{ kg}$$

- 3 Reham has two toy balls, each weighing 48 grams. How much do Reham's toy balls weigh all together?

$$48 \text{ g} + 48 \text{ g} = 96 \text{ g}$$

- 4 Jasmine used 25 grams of salt and 16 grams of pepper to make a pizza.

What is the total mass of pepper and salt used?

$$25 \text{ g} + 16 \text{ g} = 41 \text{ g}$$

- 5 Basma has two rabbits. One of them weighs 4 kilograms and the other rabbit weighs 3 kilograms.

Her brother has two rabbits. One of them weighs 5 kilograms and the other rabbit weighs 4 kilograms.

How many kilograms do all rabbits weigh?

$$4 \text{ kg} + 3 \text{ kg} + 5 \text{ kg} + 4 \text{ kg} = 16 \text{ kg}$$

- 6 Yara bought a bag of flour that weighed 39 kilograms.

She made cookies and used 5 kilograms of flour.

How many grams of flour does Yara have left?

$$39 \text{ kg} - 5 \text{ kg} = 34 \text{ kg}$$

- 7 The weight of Eman is 58 kilograms and the weight of Remas is 52 kilograms.

Find the difference between their weights.

$$58 \text{ kg} - 52 \text{ kg} = 6 \text{ kg}$$

- 8 A grocer had 86 kilograms of sugar. He sold 56 kilograms of this sugar.

How many kilograms are left?

$$86 \text{ kg} - 56 \text{ kg} = 30 \text{ kg}$$

- 9 Fares had a box of biscuits that weighed 89 grams.

He ate 27 grams of the biscuits.

How many grams of biscuits are left in the box?

$$89 \text{ g} - 27 \text{ g} = 62 \text{ g}$$

- 10 Nour needs 95 grams of butter to make a cake. If Nour has 83 grams of butter, how many grams does Nour need to make the cake?

$$95 \text{ g} - 83 \text{ g} = 12 \text{ g}$$

Accumulative Assessment

18 up to Lesson 4



Choose the correct answer:

- a. $700 + 8 + 40 = 748$ (784 or 748 or 487)
- b. $7 + 90 = 97$ (9 or 16 or 90)
- c. The value of the digit 5 in 658 is 50 (5 or 50 or 500)
- d. The pentagon has 5 sides (4 or 5 or 6)
- e. $13 - 5 = 10$ (10 or 8 or 5)



Complete the following:

- a. The smallest 3-d git number is 100.
- b. The number that comes just after 299 is 300
- c. $8 + 7 = 15$ (7 or 15 or 1)
- d. The cube has 6 faces and 8 vertices
- e. $8 + 7 = 15$



Answer the following:

a. Arrange the following numbers in a descending order:

- 39 , 93 , 99 , 33 , 30
- 99 , 93 , 39 , 33 , 30

b. Find the result

1 $52 + 25 = 77$

2 $65 - 13 = 52$

3 48

4 13

$+ 26$

$- 9$

74

4

c. Hussam is carrying a bag of 69 grams mass containing a pen of 15 grams mass and an eraser of 12 grams mass. What is the mass of the bag with the tools?

$69 + 15 + 12 = 96 \text{ gm}$

Lessons 5&6

الوقت صباحاً ومساءً - إنشاء ساعة حائط

5&6

Minutes Hand
عقرب الدقائق



Hours Hand
عقرب الساعات

When the minutes hand (the long hand) points to 12
and the hours hand (the short hand) points to 3,
we say: "3 o'clock."

Digital Clock الساعة الرقمية

Hours
الساعات



Minutes
الدقائق

When the number in the hours field is 3 and the
number in the minutes field is 00,
we say: "3 o'clock."

Activity

Write the time shown on the clock

a



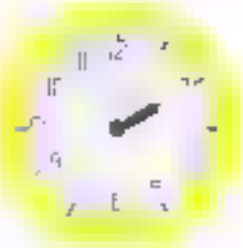
It's 7 o'clock.

b



It's 9 o'clock.

c



It's 2 o'clock.

d

6:00

It's 6 o'clock.

e

4:00

It's 4 o'clock.

f

3:00

It's 3 o'clock.

Activity

Show the time on the clock.

a



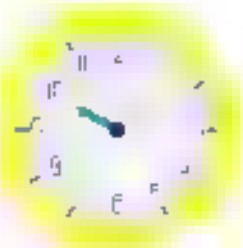
It's 7 o'clock.

b



It's 3 o'clock.

c



It's 10 o'clock.

d

10:00

It's 10 o'clock.

e

08:00

It's 8 o'clock.

f

11:00

It's 11 o'clock.

Time "A.M or P.M" – Creating an Analog Clock

a.m صباحاً

Half of the day in the morning time from 12 midnight until 12 noon

نصف اليوم من 12 منتصف الليل حتى 12 ظهراً



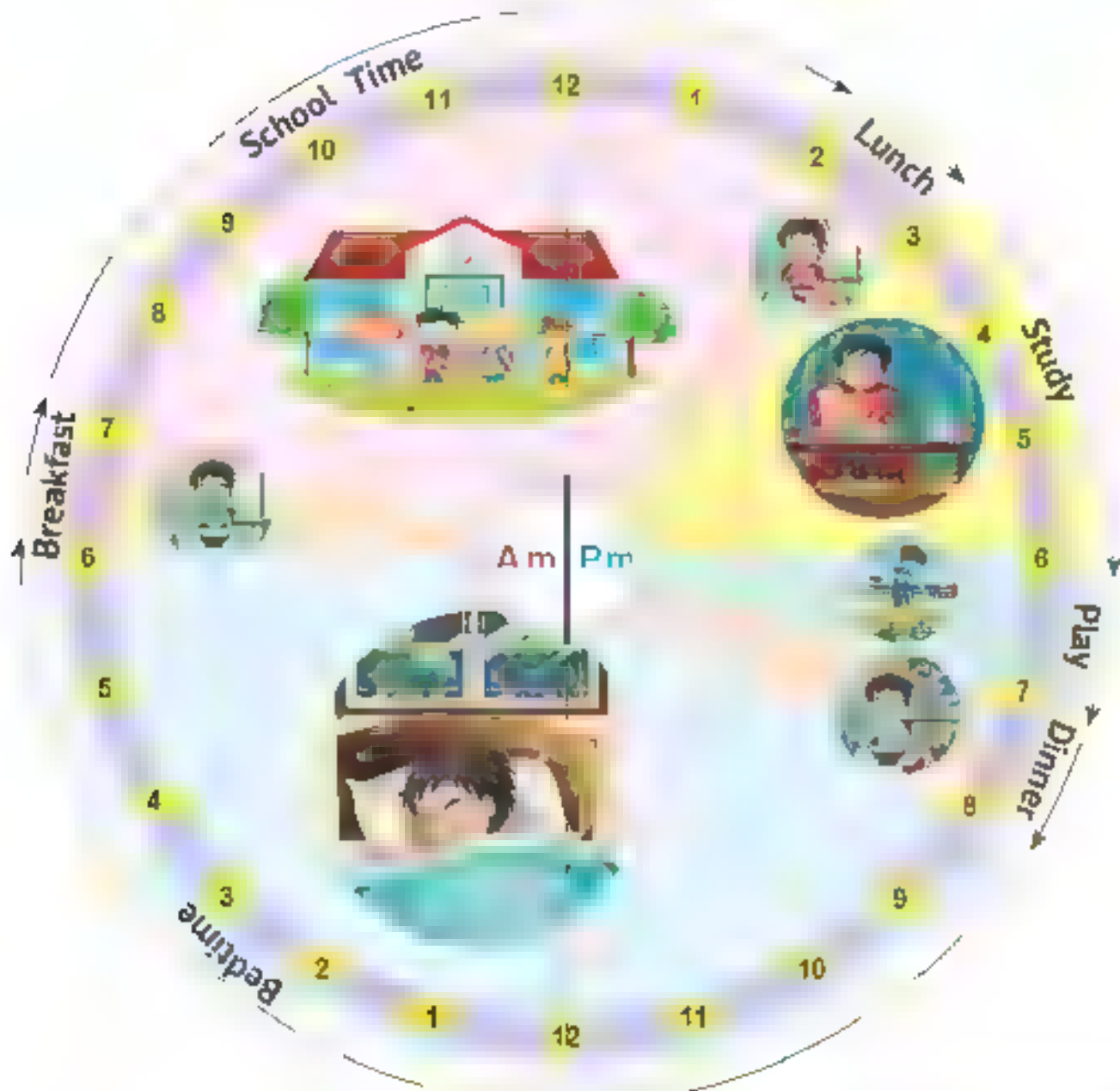
p.m مساءً

Half of the day in the afternoon and evening time from 12 noon until 12 midnight

نصف اليوم من 12 ظهراً حتى 12 منتصف الليل

How do you spend your day?

A day – 24 hours



Activity

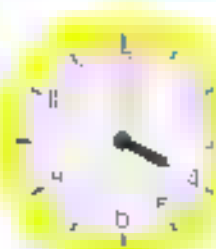
Decide whether the activity happens in the a.m. or p.m. Circle the answer.

- Ⓐ Eating breakfast



a.m. or p.m.

- Ⓑ Practising basketball



a.m. or p.m.

- Ⓒ Going to art class



a.m. or p.m.

- Ⓓ Eating dinner



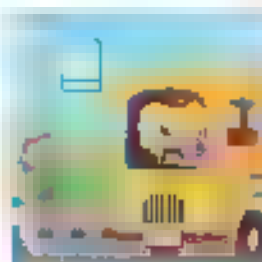
a.m. or p.m.

- Ⓔ Reading a bedtime story



a.m. or p.m.

- Ⓕ Arriving at school



a.m. or p.m.

- Ⓖ Riding home from school



a.m. or p.m.

- Ⓗ Sleeping



a.m. or p.m.



HOME ACTIVITIES

1 Write the time shown on the clock



Ⓐ It's 7 o'clock.



Ⓑ It's 9 o'clock



Ⓒ It's 2 o'clock



Ⓓ It's 1 o'clock.



Ⓔ It's 3 o'clock.



Ⓕ It's 5 o'clock.



Ⓖ It's 11 o'clock



Ⓗ It's 12 o'clock



Ⓙ It's 4 o'clock



Ⓚ It's 6 o'clock.

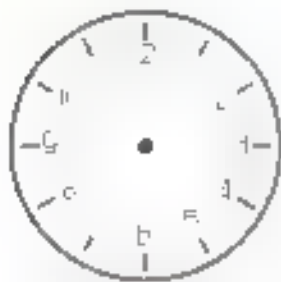


Ⓛ It's 8 o'clock.



Ⓜ It's 10 o'clock

2 Show the time on the clock.



a It's 1 o'clock.



b It's 3 o'clock.



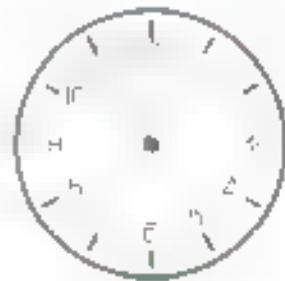
c It's 5 o'clock.



d It's 7 o'clock.



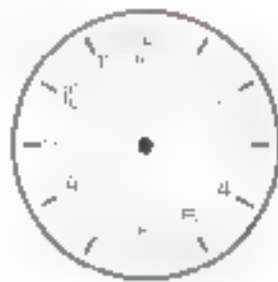
e It's 9 o'clock.



f It's 11 o'clock.



g It's 2 o'clock.



h It's 4 o'clock.



i It's 6 o'clock.



j It's 8 o'clock.



k It's 10 o'clock.



l It's 12 o'clock.

3 Write the time shown on the clock.

12:00

a It's 12 o'clock.

02:00

b It's 2 o'clock.

04:00

c It's 4 o'clock.

06:00

d It's 6 o'clock.

08:00

e It's 8 o'clock.

10:00

f It's 10 o'clock.

01:00

g It's 1 o'clock.

03:00

h It's 3 o'clock.

05:00

i It's 5 o'clock.

4 Show the time on the clock:

07 : 00

a It's 7 o'clock.

09 : 00

b It's 9 o'clock.

11 : 00

c It's 11 o'clock.

02 : 00

d It's 2 o'clock.

04 : 00

e It's 4 o'clock.

06 : 00

f It's 6 o'clock.

05 : 00

g It's 5 o'clock.

10 : 00

h It's 10 o'clock.

12 : 00

i It's 12 o'clock.

5 Decide whether the activity happens in the a.m. or p.m. Circle the answer.

a Eating breakfast



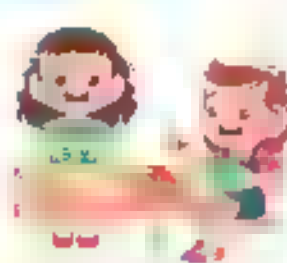
a.m. or p.m.

b Practising basketball



a.m. or p.m.

c Going to art class



a.m. or p.m.

d Eating dinner



a.m. or p.m.

e Reading a bedtime story



a.m. or p.m.

f Arriving at school



a.m. or p.m.

g Riding home from school



a.m. or p.m.

h Sleeping



a.m. or p.m.

Accumulative Assessment

19 up to Lesson 6



Choose the correct answer:

- a The **smallest** 3-digit number is **100** (100 or 999 or 102)
 b 7 Ones + 5 Tens + 6 Hundreds = **657** (756 or 657 or 576)
 c **799 < 80 Tens** (< or = or >)
 d The cube has **6** faces. (8 or 12 or 6)
 e **95 - 35 = 60** (25 or 95 or 35)



Complete the following:

- a The **place value** of the digit 9 in 309 is **Ones**
 b Five hundred **sixteen** **indigit** s = **516**
 c The number that comes **right after** 399 is **400**
 d The **greatest** number formed from 4, 6 and 0 is **640**
 e The **triangle** has **3** sides and **3** vertices



Answer the following

a Find the result:

- 1) $45 - 25 = \dots$ **20** 2) $70 - 6 = \dots$ **64**
 3) $27 + 43 = \dots$ **70** 4) $65 + 8 = \dots$ **73**

b Write the time:



7 o'clock



1 o'clock



5 o'clock



9 o'clock

c Draw the hands of the clock

d Hoda has 38 LE, and Nada has 49 LE.

How much money do they have all together?

$$38 + 49 = 87 \text{ LE}$$

Lessons 7-10

الوقت بنصف الساعة والدقائق - وتطبيقات على الوقت

Hour

1 Hour - 60 Minutes



Quarter of an hour
15 minutes



Half of an hour
30 minutes



3 quarters of an hour
45 minutes

00

o'clock

Quarter to

45



15 Quarter past

5

Half past

30

Telling time

Past

قراءة الوقت

"و"

Hour

To

ساعة

Minute

"ل"

دقيقة



04:00

When the minutes hand points to **12**
and the hours hand points to **4**,
we say: "**4 o'clock.**"

When the number in the minutes field is **00**
and the number in the hours field is **4**,
we say: "**4 o'clock.**"



05:15

When the minutes hand points to **3**
and the hours hand between **5** and **6** and close to **5**
we say: "**Quarter past 5.**"

When the number in the minutes field is **15**
and the number in the hours field is **5**,
we say: "**Quarter past 5.**"



09:30

When the minutes hand points to **6**
and the hours hand between **9**, **10**
we say: "**Half past 9.**"

When the number in the minutes field is **30**
and the number in the hours field is **9**,
we say: "**Half past 9.**"



11:45

When the minutes hand points to **9**
and the hours hand between **11** and **12** and close to **12**
we say: "**Quarter to 12.**"

When the number in the minutes field is **45**
and the number in the hours field is **11**,
we say: "**Quarter to 12.**"

Activity

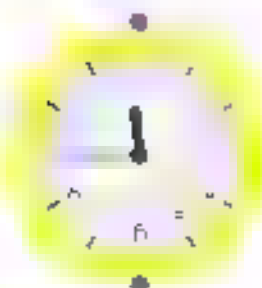
Match:

11:45

09:30

11:00

05:15



Quarter to 12

11 o'clock

Half past 9

Quarter past 5

Activity

Complete:

a



04 : 00

It's 4 o'clock.

b



01 : 30

It's half past 1.

c



11 : 45

It's quarter
to 12.

d



05 : 15

It's quarter
past 5.

e



07 : 15

It's quarter
past 7.

f



10 : 30

It's half past 10.

g



07 : 45

It's quarter
to 8.

h



03 : 00

It's 3 o'clock.

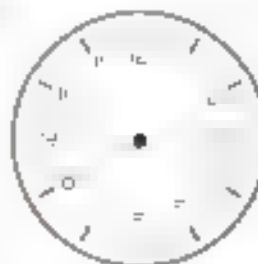
i



05:00

It's 5 o'clock.

j



08:15

It's quarter
past 8.

k



04:30

It's half
past 4.

l



06:45

It's quarter to 7.

7-10



HOME ACTIVITIES

1 Match:

06:15 •

• 1 o'clock •



11:30 •

• Quarter past 6 •



01:00 •

• Half past 11 •



01:15 •

• Quarter to 10 •



09:45 •

• Quarter past 7 •



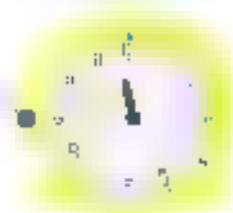
06:30 •

• Quarter to 12 •



11:45 •

• Half past 6 •



2 Write the time.

Ⓐ



04 : 00

It's 4 o'clock.

Ⓑ



01 : 30

It's half past 1.

Ⓒ



11 : 45

It's quarter to 12.

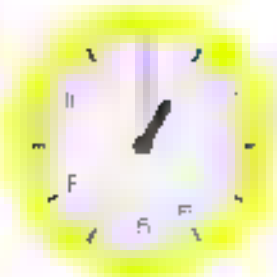
Ⓓ



05 : 15

It's quarter past 5.

Ⓔ



01 : 00

It's 1 o'clock.

Ⓕ



09 : 30

It's half past 9.

Ⓖ



07 : 45

It's quarter to 8.

Ⓗ



06 : 15

It's quarter past 6.

Ⓙ



02 : 45

It's quarter to 3.

Ⓚ



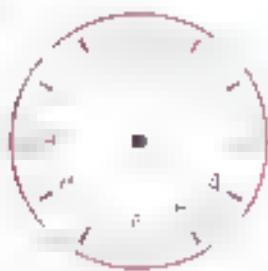
08 : 15

It's quarter past 8.

7-10

3 Show the time on the clocks.

a



07 : 00

It's 7 o'clock.

b



06 : 30

It's half past 6.

c



06 : 15

It's quarter past 6.

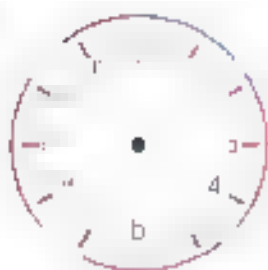
d



11 : 45

It's quarter to 12.

e



11 : 30

It's half past 11

f



09 : 30

It's half past 9

g



03 : 45

It's quarter to 4.

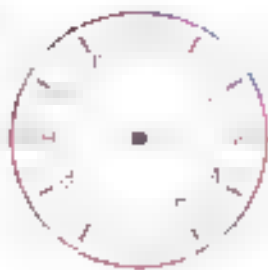
h



12 : 00

It's 12 o'clock.

i



02 : 45

It's quarter to 3

j



08 : 15

It's quarter past 8

4 Show and write the time.

a



3:00

It's 3 o'clock.

b



1:45

It's quarter to 2.

c



5:15

It's quarter past 5.

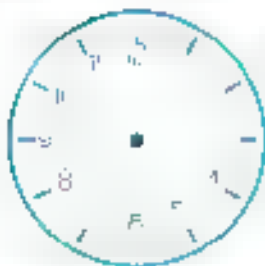
d



10:00

It's 10 o'clock.

e



4:30

It's half past 4.

f



9:45

It's quarter to 10.

g



8:45

It's quarter to 9.

h



7:30

It's half past 7.

i



12:00

It's 12 o'clock.

j



4:15

It's quarter past 4.

Accumulative Assessment

20 up to Lesson 10



Choose the correct answer:

- The greatest 3-digit number formed from the digits 3 and 4 is **443**
(430 or 403 or **443**)
- The number that comes just after 560 is **561**
(561 or 660 or 570)
- 8 Hundreds = **80** Tens
(800 or **80** or 8)
- The value of the digit 3 in 439 is **30**
(300 or **30** or 3)
- The number has **0** vertices.
(0 or 1 or 8)



Complete the following:

- The number that comes just before 500 is **499**
- The square has **4** sides and **4** vertices.
- $51 + \mathbf{32} = 83$ $\mathbf{275}, 274, 273, 272, 271, 270$
- The **triangle** is a 2D shape that has **3** sides only.



Answer the following:

A Find the result:

- $45 + 29 = \mathbf{74}$
- $78 - 36 = \mathbf{42}$
- $63 + 27 = \mathbf{90}$
- $500 + 30 + 9 = \mathbf{539}$

B Complete using (<, = or >):

- $45 + 36 < 99 - 9$
- $2 + 50 + 300 > 253$
- $78 - 56 < 14 + 28$
- Nine hundred > 9 Tens

C Complete:

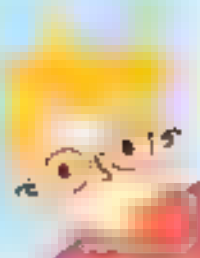


3:45
It's quarter
to 4



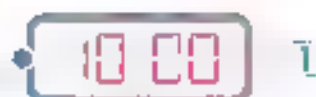
07 : 30
It's half past 7.

Assessment on Chapter 6



Match:

a Half past 5



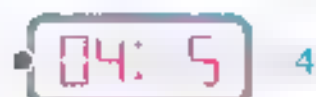
b 10 o'clock



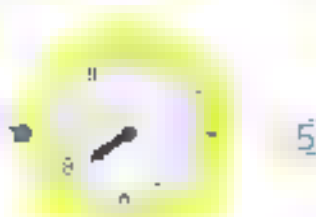
c Half past 2



d Quarter to 8



e Quarter past 4



Write the best unit of measurement for weighing each object (gm or kg)

a)



gm

b)



gm

c)



kg

d)



gm

CHAPTER 6

Answer the following

- ❑ Malak bought 6 kg of flour, and used 4 kg of it to make a cake.
How much flour does she have left?

$$6 - 4 = 2 \text{ kg}$$

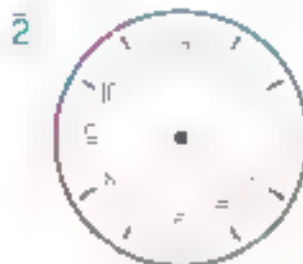
- ❑ Two goats, the mass of the first is 27 kg and the second is 15 kg.
What is the total mass of the two goats together?

$$27 + 15 = 42 \text{ kg}$$

- ❑ Draw the hands of the clock:



It's 11 o'clock.



It's half past 3



It's quarter past 1



الأستاذ

مستشار التعليم

في

الصفحة العربية

الصف الثاني الاسداس

ONLY

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FINAL
REVISION,
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2

PRIMARY
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General Exercises

Pages 3 - 25



Models

Pages 26 - 37



Guide Answers

Pages 38 - 71

General Exercises on Chapter 1



First: Look at the animals on a farm pictograph and then answer:

Animals on a Farm



Key:

Each animal picture represents 5 animals.

a Complete the following table

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25



b Answer the following questions

- How many cows are there on the farm? 15
- How many goats and chickens are there on the farm? $20 + 35 = 55$
- Which animal is found the most on the farm? Chickens
- Which animal is found the least on the farm? Cows

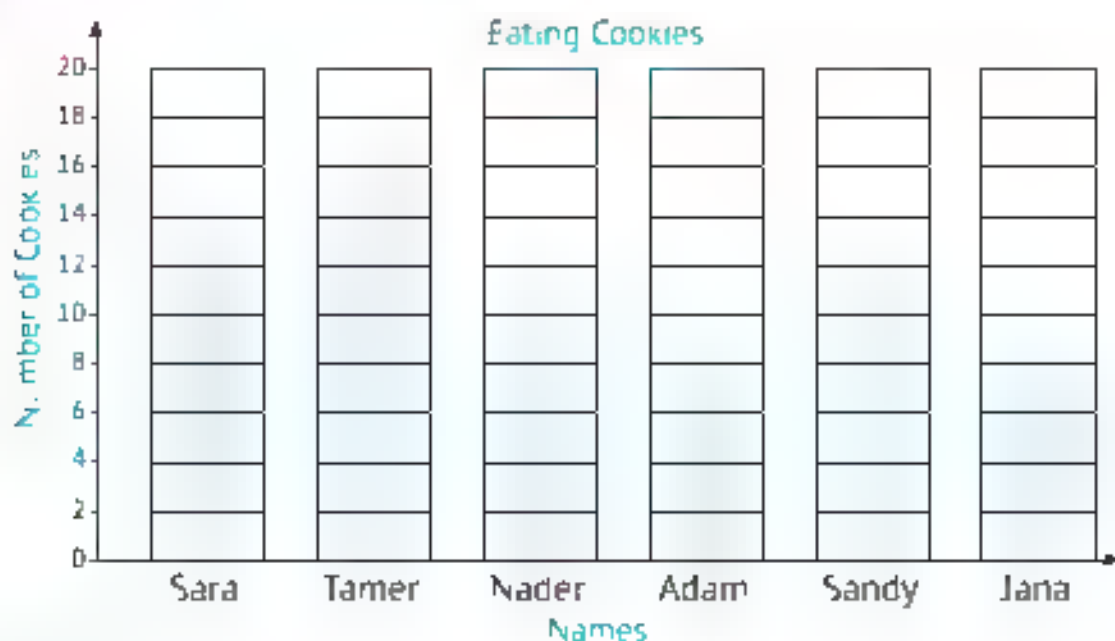
Second: Look at the following pictograph and then answer



a Complete the following table

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

b Convert the same data from the pictograph into a bar graph



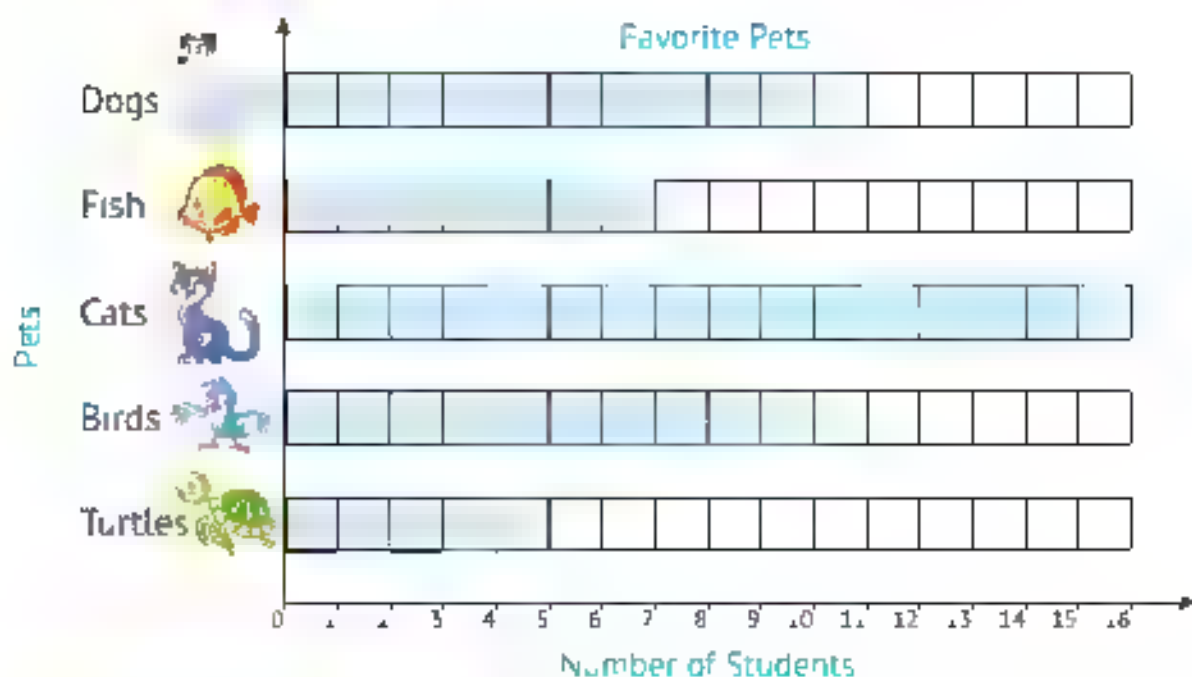
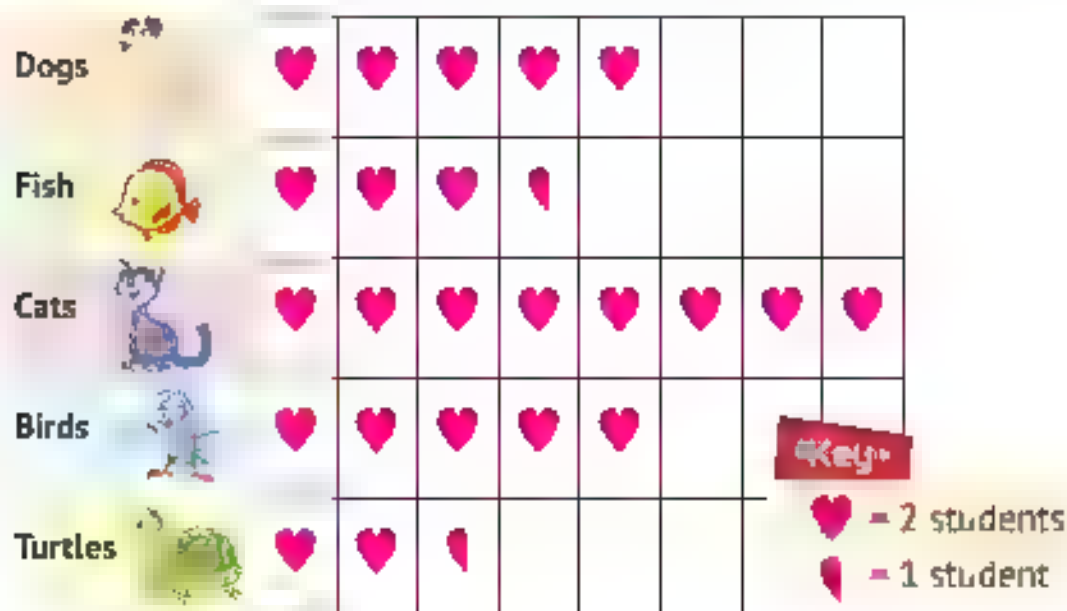
c' Use the previous bar graph, then complete using (< - or >).

- | | | |
|--------------------------------|---|-----------------------------|
| a) Number of cookies Sara ate | < | Number of cookies Tamer ate |
| b) Number of cookies Nader ate | > | Number of cookies Adam ate |
| c) Number of cookies Sandy ate | > | Number of cookies Lana ate |
| d) Number of cookies Tamer ate | > | Number of cookies Sandy ate |
| e) Number of cookies Adam ate | < | Number of cookies Sara ate |
| f) Number of cookies Sandy ate | < | Number of cookies Sara ate |

d' Answer the following questions

- | | |
|---------------------------------------------------|--------------------|
| a) How many cookies did Tamer eat? | 16 |
| b) How many cookies did Lana eat? | 8 |
| c) How many more cookies did Sara eat than Adam? | $13 - 7 = 6$ |
| d) How many more cookies did Sandy eat than Lana? | $11 - 8 = 3$ |
| e) How many cookies did Sara, Nader and Adam eat? | $13 + 10 + 7 = 30$ |
| f) How many cookies did Tamer and Sandy eat? | $16 + 11 = 27$ |
| g) Who ate the greatest number of cookies? | Tamer |
| h) Who ate the least number of cookies? | Adam |

Third: Convert the same data from the following pictograph into the bar graph, then complete the table:



Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	8	16	10	6

a' Use the previous bar graph, then complete using (< - or >).

a Number of students who liked **dogs** = Number of students who liked **birds**

b Number of students who liked **fish** > Number of students who liked **turtles**

c Number of students who liked **cats** > Number of students who liked **dogs**

d Number of students who liked **birds** > Number of students who liked **fish**

b' Answer the following questions

a How many students liked **fish**? 7

b How many students liked **birds**? 10

c How many more students liked **cats** than **birds**? $16 - 10 = 6$

d How many more students liked **birds** than **turtles**? $10 - 5 = 5$

e How many students all together liked **dogs**, **fish**, and **cats**? $10 + 7 + 9 = 26$

f How many students all together liked **cats**, **birds**, and **turtles**? $16 + 10 + 5 = 31$

g Which pet is liked the **most**? **Cats**

h Which pet is liked the **least**? **turtles**

General Exercises on Chapter 2



First: Complete the following

$$5 + 5 = 10$$

$$7 + 7 = 14$$

$$8 + 8 = 16$$

$$8 + 9 = 8 + 8 + 1 = 16 + 1 = 17 \quad (\text{Adding Doubles,})$$

$$8 + 7 = 1 + 7 + 7 = 1 + 14 = 15 \quad (\text{Adding Doubles})$$

$$6 + 5 = 1 + 5 + 5 = 1 + 10 = 11 \quad (\text{Adding Doubles,})$$

$$6 + 9 = 15 \quad (\text{Counting On Strategy,})$$

$$9 + 7 = 16 \quad (\text{Counting On Strategy})$$

$$3 + 11 = 14 \quad (\text{Counting On Strategy,})$$

$$15 - 8 = 7 \quad (\text{Counting On Strategy})$$

$$12 - 4 = 8 \quad (\text{Counting On Strategy,})$$

$$11 - 7 = 4 \quad (\text{Counting On Strategy})$$

$$45 + 10 = 55 \quad (\text{Using the 120 Chart})$$

$$26 + 10 = 36 \quad (\text{Using the 120 Chart})$$

$$75 - 10 = 65 \quad (\text{Using the 120 Chart})$$

$$25 - 10 = 15 \quad (\text{Using the 120 Chart})$$

$$8 + 6 = 8 + 2 + 4 = 10 + 4 = 14 \quad (\text{Making 10})$$

$$7 + 5 = 7 + 3 + 2 = 10 + 2 = 12 \quad (\text{Making 10,})$$

$$9 + 6 = 9 + 1 + 5 = 10 + 5 = 15 \quad (\text{Making 10,})$$

$$12 - 5 = 12 - 2 - 3 = 10 - 3 = 7 \quad (\text{Making 10})$$

$$16 - 8 = 16 - 6 - 2 = 10 - 2 = 8 \quad (\text{Making 10})$$

$$15 - 7 = 15 - 5 - 2 = 10 - 2 = 8 \quad (\text{Making 10})$$

$$7 + 5 = 12$$

$$8 + 5 = 13$$

$$13 - 5 = 8$$

$$17 - 9 = 8$$

$$9 + 7 = 16$$

$$7 + 4 = 11$$

$$8 - 4 = 12$$

$$14 - 8 = 6$$

Second: Choose the correct answer

$$\text{Double of } 9 = 18$$

$$7 + 7 = 14$$

$$9 + 9 = 18$$

$$6 + 6 = 12$$

$$7 + 6 = 6 + 6 + 1$$

$$5 + 4 = 4 + 4 + 1$$

$$4 + 3 = 1 + 3 + 3$$

$$5 + 6 = 10 + 1$$

$$9 + 5 = 14$$

$$8 + 3 = 11$$

$$4 + 8 = 12$$

$$15 - 7 = 8$$

$$20 - 15 = 5$$

$$20 - 3 = 17$$

$$25 + 10 = 35$$

$$48 + 10 = 58$$

$$65 + 10 = 75$$

$$39 - 10 = 29$$

$$17 - 10 = 7$$

$$96 - 10 = 86$$

$$(99 \text{ or } 9 \text{ or } 18)$$

$$(7 \text{ or } 4 \text{ or } 21)$$

$$(8 \text{ or } 1 \text{ or } 9)$$

$$(66 \text{ or } 6 \text{ or } 12)$$

$$(6 \text{ or } 1 \text{ or } 7)$$

$$(5 \text{ or } 4 \text{ or } 1)$$

$$(7 \text{ or } 3 \text{ or } 4)$$

$$(11 \text{ or } 10 \text{ or } 5)$$

$$(95 \text{ or } 15 \text{ or } 14)$$

$$(11 \text{ or } 8 \text{ or } 3)$$

$$(12 \text{ or } 20 \text{ or } 4)$$

$$(8 \text{ or } 22 \text{ or } 3)$$

$$(35 \text{ or } 5 \text{ or } 15)$$

$$(17 \text{ or } 23 \text{ or } 50)$$

$$(26 \text{ or } 35 \text{ or } 30)$$

$$(1 \text{ or } 10 \text{ or } 11)$$

$$(65 \text{ or } 85 \text{ or } 74)$$

$$(10 \text{ or } 1 \text{ or } 9)$$

$$(17 \text{ or } 7 \text{ or } 80)$$

$$(95 \text{ or } 85 \text{ or } 86)$$

Final Revision

21) $7 + 5 = 10 + 2$

(12 or 3 or 10)

22) $8 + 6 = 10 + 4$

(8 or 4 or 14)

23) $8 + 5 = 8 + 2 + 3$

(5 or 2 or 3)

24) $9 + 7 = 9 + 1 + 6$

(16 or 6 or 9)

25) $8 + 5 = 10 + 3$

(13 or 5 or 2)

26) $9 + 8 = 10 + 7$

(9 or 10 or 7)

27) $12 - 5 = 10 - 3$

(5 or 2 or 3)

28) $13 - 8 = 10 - 5$

(8 or 5 or 10)

29) $17 - 9 = 10 - 2$

(8 or 9 or 7)

30) $14 - 6 = 10 - 2$

(14 or 10 or 8)

Third: Answer the following:

Use the Doubles Addition strategy to find

a) $5 + 4 = 1 + 4 + 4 = 1 + 8 = 9$

b) $7 + 6 = 1 + 6 + 6 = 1 + 12 = 13$

c) $9 + 8 = 1 + 8 + 8 = 1 + 16 = 17$

Find the result using the Counting On strategy

a) 5

b) 7

c) 15

d) 18

$+ 7$

$+ 8$

$- 6$

$- 9$

12

15

9

9

Find the result using Making a Ten strategy:

a) $8 + 5 = 8 + 2 + 3 = 10 + 3 = 13$

b) $9 + 7 = 9 + 1 + 6 = 10 + 6 = 16$

$12 - 4 = 12 - 2 - 2 = 10 - 2 = 8$

c) $17 - 9 = 17 - 7 - 2 = 10 - 2 = 8$

 Use the 120 Chart to find:

a 45

+ 10

55

b] 16

+ 10

26

c' 87

- 10

77

d 63

- 10

53

 Solve the following word problems

Nada had 8 LE. Her mother gave her 9 LE more.

How much money does Nada have now?

$$8 + 9 = 17 \text{ LE}$$

Mustafa had 13 oranges. He ate 5 oranges.

How many oranges does he have left?

$$13 - 5 = 8 \text{ oranges}$$

Eman has 5 pencils, Sara has 4 pencils and Mark has 7 pencils.

How many pencils do they all have?

$$5 + 4 + 7 = 16 \text{ pencils}$$

Magdy had 14 pounds. He bought a book and he had 8 pounds

left. How much is the book? ($14 - 6 = 8$)

$$14 - 8 = 6$$

There were a number of birds on a tree, 8 of them flew away and 7 birds remained on the tree.

How many birds were there on the tree? ($15 - 8 = 7$)

$$8 + 7 = 15 \text{ birds}$$

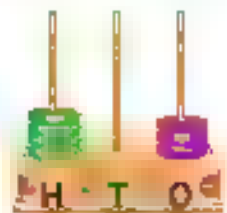
General Exercises on Chapter 3



First: Complete the following

- | | |
|---------------------------------------------|----------|
| 1. The place value of the digit 5 in 258 is | Tens |
| 2. The place value of the digit 7 in 107 is | Ones |
| 3. The place value of the digit 6 in 681 is | Hundreds |
| 4. The place value of the digit 0 in 306 is | Tens |
| 5. The value of the digit 1 in 189 is | 100 |
| 6. The value of the digit 2 in 52 is | 2 |
| 7. The value of the digit 3 in 38 is | 30 |
| 8. The value of the digit 0 in 107 is | 0 |

9. The number shown on the corresponding abacus is **403**



- | | |
|-----------------------------------------------|------------------------|
| 10. 319 (in word form) is | Three hundred nineteen |
| 11. 409 (in word form) is | Four hundred nine |
| 12. 920 (in word form) is | Nine hundred twenty |
| 13. Nine hundred fifty-six (in standard form) | 956 |
| 14. Nine hundred seventeen (in standard form) | 917 |
| 15. Two hundred eight (in standard form) | 208 |
| 16. One hundred ten (in standard form) | 110 |
| 17. $500 + 60 + 7 =$ | 567 |
| 18. $9 + 0 + 5 =$ | 14 |
| 19. $800 + 6 =$ | 806 |

5 + 90 + 200 = 295

756 = 700 + 56

427 = 400 + 27

693 = 600 + 90 + 3

6 Hundreds + 7 Tens + 5 Ones = 675

2 Tens + 8 Hundreds + 4 Ones = 824

597 = 5 Hundreds + 9 Tens + 7 Ones.

509 = 9 Ones + 5 Hundreds

The **greatest** number formed from 3 digits is 999

The **smallest** number formed from 3 digits is 100

The **greatest** 3-different-digit number is 987

The **smallest** 3-different-digit number is 102

From the digits (4, 3 and 7), the **greatest** number is 743 and the **smallest** number is 347

The **greatest** 3-digit number formed from 5 and 2 is 552

The **smallest** 3-digit number formed from 9 and 4 is 449

The number that comes just **after** 725 is 726

The number that comes just **before** 700 is 699

The number 301 comes just **after** 300

The number 499 comes just **before** 500

The number 110 comes just **after** 109

The number 99 comes just **before** 100

Second: Choose the correct answer:

1. The place value of the digit 8 in 387 is Tens
(Hundreds ☒ Tens ☒ Ones)
2. The place value of the digit 7 in 27 is Ones
(Hundreds ☒ Tens ☒ Ones)
3. The value of the digit 9 in 912 is 900
(9 ☒ 90 ☒ 900)
4. The value of the digit 0 in 109 is 0
(0 ☒ 10 ☒ 100)
5. 708 (in word form) is Seven hundred eight
(seven hundred eight ☒ seven hundred eighty ☒ seven hundred eighteen)
6. 919 (in word form) is Nine hundred nineteen
(nine hundred nine ☒ nine hundred ninety ☒ nine hundred nineteen)
7. Four hundred thirty-six (in standard form) is 436
(436 ☒ 364 ☒ 634)
8. One hundred eleven (in standard form) is 111
(101 ☒ 110 ☒ 111)
9. Eight hundred eight (in standard form) is 808
(88 ☒ 880 ☒ 808)
10. $400 + 50 + 8 = 458$
(458 ☒ 485 ☒ 854)
11. $7 + 20 + 600 = 627$
(726 ☒ 462 ☒ 627)
12. $800 + 20 = 820$
(802 ☒ 82 ☒ 820)
13. $600 + 7 = 607$
(670 ☒ 607 ☒ 13)

General Exercises

- 14 $2 + 0 + 3 =$ **5** (203 or 23 or **5**)
- 50 + 0 + 4 = **54** (504 or **54** or 9)
- 756 = 700 + **50** + 6 (5 or **50** or 500)
- 908 = 900 + **8** (8 or 80 or 800)
- 8 5 Hundreds + 2 Tens + 6 Ones = **526** (526 or 625 or 265)
- 9 Ones + 3 Tens + 4 Hundreds = **439** (934 or **439** or 369)
- 6 Tens + 7 Hundreds + 3 Ones = **763** (673 or 376 or **763**)
- 5 Tens + 6 Hundreds = **650** (560 or **650** or 605)
- 4 Hundreds + 7 Ones = **407** (**407** or 470 or 704)
- The **greatest** 3-d git number is **999** (**999** or 987 or 100)
- The **smallest** 3-d git number is **100** (123 or 102 or **100**)
- From the digits (**5**, **8** and **0**), the **greatest** number is **850**
(508 or 580 or **850**)
- From the digits (**7**, **9** and **0**), the **smallest** number is **709**
(790 or 970 or **709**)
- 27 The number that comes just **before** 500 is **499**
(501 or 599 or **499**)
- The number 401 comes just **after** **400** (**400** or 401 or 499)
- The number 299 comes just **before** **300**
(298 or **300** or 301)
- The number **410** comes just **after** 409
(**410** or 408 or 400)

Third: Answer the following

Write all numbers that can be formed from the digits (7, 3 and 5)

735 , 753 , 537 , 573 , 357 , 375

2 Complete using (<, = or >):

a $723 > 599$

b $623 < 632$

c $5 + 70 + 600 > 576$

d $9 \text{ Hundreds} + 6 \text{ Ones} < 960$

e $7 + 5 = 10 + 2$

f $12 - 7 > 10 - 7$

g $500 + 6 < 560$

h $3 + 0 + 5 < 305$

i $70 \text{ Tens} = 7 \text{ Hundreds}$

j $30 \text{ Tens} > 30 \text{ Ones}$

Arrange the following numbers in an ascending order:

a 701 , 107 , 710 , 170 , 100 , 700

100 , 107 , 170 , 700 , 701 , 710

b 625 , 256 , 562 , 652 , 265 , 526

256 , 265 , 526 , 562 , 625 , 652

c 50 , 505 , 5 , 555 , 500 , 550

5 , 50 , 500 , 505 , 550 , 555

Arrange the following numbers in a descending order:

a 901 , 900 , 109 , 190 , 100 , 910

910 , 901 , 900 , 190 , 109 , 100

b 396 , 693 , 936 , 369 , 963 , 639

963 , 936 , 693 , 639 , 396 , 369

[c 80 , 808 , 8 , 888 , 800 , 880

888 , 880 , 808 , 800 , 80 , 8

General Exercises on

Chapter



First: Complete the following:

1 $7 + 9 = 9 + 7$

3 $4 + 6 = 6 + 4$

5 $89 = 80 + 9$

7 $40 + 7 = 47$

9 9 Tens + 4 Ones = 94

11 3 Tens + 5 Tens = 8 Tens

2 2 Tens + 9 Ones = 29

3 2 Ones + 5 Tens = 52

4 The est mate of 36 is 40 (using the 120 Chart)

5 The est mate of 36 is 30 (using the place value strategy)

6 The est mate of 42 is 40 (using the 120 Chart)

17 The est mate of 42 is 40 (using the place value strategy)

8 $45 + 12 = 57$

9 $78 + 16 = 94$

20 $96 - 24 = 72$

Second: Choose the correct answer

1 $8 + 3 = 3 + 8$

2 $7 + 6 = 6 + 7$

3 $5 + 9 = 9 + 5$

4 $7 + 3 = 3 + 7$

5 $9 + 70 = 79$

6 $30 + 4 = 34$

7 $50 + 4 = 54$

(8) or 3 or 11)

(7) or (6) or 13)

(5) or (9) or 14)

(7) or 3 or 10)

(97) or (79) or 16)

(34) or 43 or 70)

((4) or 5 or 40)

Final Revision

c $70 + 8 = 78$

d $3 \text{ Tens} + 5 \text{ Ones} = 35$

e $6 \text{ Ones} + 4 \text{ Tens} = 46$

f $3 \text{ Tens} + 2 \text{ Tens} = 50$

g $4 \text{ Tens} + 3 \text{ Tens} = 7 \text{ Tens}$

h The estimate of $48 + 50$

i The estimate of $48 + 40$

j The estimate of $63 + 60$

k The estimate of $63 + 60$

(7 ☐ 80 ☐ 70)

(35 ☐ 53 ☐ 80)

(64 ☐ 46 ☐ 10)

(32 ☐ 50 ☐ 5)

(43 ☐ 70 ☐ 7)

(using the **100 Chart**)

(40 ☐ 50 ☐ 49)

(using the **place value strategy**)

(40 ☐ 50 ☐ 49)

(using the **100 Chart**)

(60 ☐ 70 ☐ 65)

(using the **place value strategy**)

(60 ☐ 70 ☐ 65)

Third: Answer the following:

Find the result

a 45

$+ 8$

53

b 26

$+ 9$

35

c 64

$+ 18$

82

d 34

$+ 49$

83

e 52

$- 2$

50

f 38

$- 4$

34

g 43

$- 5$

38

h 15

$- 8$

7

i $28 + 25 = 53$

j $45 + 15 = 60$

k $36 - 14 = 22$

l $17 - 9 = 8$

Decompose each number Draw sticks to show the Tens and small boxes to show the Ones. Then write the Tens and Ones in the number circles

a

Tens	Ones

45

40 5

b

Tens	Ones

82

80 2

Decompose the two numbers by drawing sticks to show the Tens and small boxes to show the Ones, then find the result

a $24 + 23 = 47$

Tens	Ones		Tens	Ones		Tens	Ones
		+			=		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> <p>24</p> <p>20 4</p> </div> <div>+</div> <div> <p>23</p> <p>20 3</p> </div> <div>=</div> <div> <p>47</p> <p>40 7</p> </div> </div>							

$67 - 15 = 52$

Tens	Ones		Tens	Ones
		-		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> <p>67</p> <p>60 7</p> </div> <div>-</div> <div> <p>15</p> <p>10 5</p> </div> <div>=</div> <div> <p>52</p> <p>50 2</p> </div> </div>				

o Final Revision

1 Use the 120 Chart to estimate

$$\begin{array}{r} \text{a) } 37 \longrightarrow 40 \\ + 25 \longrightarrow + 30 \\ \hline 70 \end{array}$$

37 + 25 is about 70.

$$\begin{array}{r} 49 \longrightarrow 50 \\ - 23 \longrightarrow - 20 \\ \hline 30 \end{array}$$

49 - 23 is about 30.

2 Use the place value strategy to estimate

$$\begin{array}{r} \text{a) } 43 \longrightarrow 40 \\ + 27 \longrightarrow + 20 \\ \hline 60 \end{array}$$

43 + 27 is about 60.

$$\begin{array}{r} 56 \longrightarrow 50 \\ - 14 \longrightarrow - 10 \\ \hline 40 \end{array}$$

56 - 14 is about 40.

3 Estimate the sum of (using the place value strategy)

• 53 + 32

- Estimation. $53 + 32 \rightarrow 50 + 30 = 80$

- Actual sum

		+		
<p>Tens Total</p> $50 + 30 = 80$			<p>Ones Total</p> $3 + 2 = 5$	
80		+	5	
$= 85 \leftarrow \text{Sum}$				

The estimate (80) is (closer or not closer) to the actual sum (85),
so the estimate is (accepted or not accepted)

General Exercises on

Chapter



First: Complete the following sentences

- 1 The triangle has 3 sides and 3 vertices.
- 2 The quadrilateral has 4 sides and 4 vertices.
- 3 The pentagon has 5 sides.
- 4 The hexagon has 6 sides.
- 5 The circle has 0 sides.
- 6 Square and rhombus are quadrilaterals with 4 equal sides.
- 7 The rectangle has 4 sides.
- 8 The trapezoid has 4 sides, 2 sides are parallel, and 2 are not parallel.
- 9 The cube has 6 faces and the shape of each face is a square.
- 10 The number of vertices of a cube is 8.
- 11 The number of edges of a cube is 12.
- 12 The rectangular prism has 12 edges, 8 vertices and 6 faces, each face is a rectangle.
- 13 The square-based pyramid has 8 edges, 5 vertices and 5 faces.
- 14 A sphere has no edges, no vertices, and no faces.
- 15 A cylinder has no edges, no vertices, and 2 circular faces.

Second: Choose the correct answer:

- 1 The triangle has 3 sides. (☐ 3 ☒ 4 ☐ 5)
- 2 The quadrilateral has 4 sides. (☐ 3 ☒ 4 ☐ 5)
- 3 The pentagon has 5 sides. (☐ 3 ☒ 4 ☐ 5)

Final Revision

1. The hexagon has 6 sides. (5 ☐ 6 ☐ 7)
2. The square has 4 vertices. (3 ☐ 4 ☐ 5)
3. The rectangle has 4 sides. (3 ☐ 4 ☐ 5)
4. A Square is a quadrilateral. (square ☐ triangle ☐ pentagon)
5. A Triangle has 3 sides. (hexagon ☐ pentagon ☐ triangle)
6. A Rhombus has 4 equal sides. (rhombus ☐ rectangle ☐ trapezoid)
7. The suitable length of a pencil is 12 cm. (2 ☐ 12 ☐ 50)
8. The suitable length of an eraser is 5 cm. (5 ☐ 15 ☐ 80)
9. The suitable length of a book is 25 cm. (5 ☐ 25 ☐ 75)
10. The number of edges of a cube is 12. (6 ☐ 8 ☐ 12)
11. The number of faces of a cube is 6. (6 ☐ 8 ☐ 12)
12. The rectangular prism has 8 vertices. (6 ☐ 8 ☐ 12)
13. The square-based pyramid has 5 faces. (3 ☐ 4 ☐ 5)
14. The cylinder has 2 faces. (0 ☐ 3 ☐ 2)
15. The sphere has 0 vertices. (0 ☐ 1 ☐ 2)
16. The length of the following key is 5 cm.



(4 ☐ 5 ☐ 6)

Third: Answer the following

Write the name of each of the following shapes



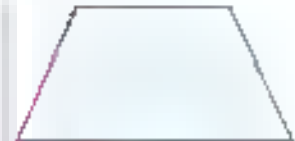
Rectangle



Square



Triangle



Trapezoid



Rhombus



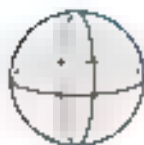
Pentagon



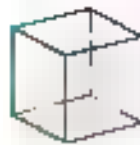
Hexagon



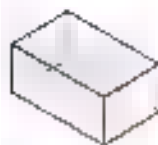
Circle



Sphere



Cube



Rectangular Prism

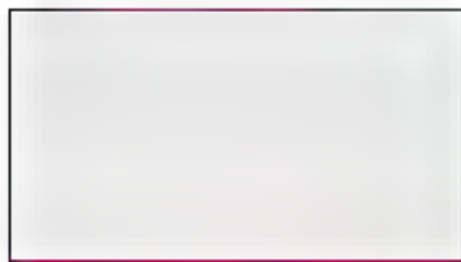


Cylinder

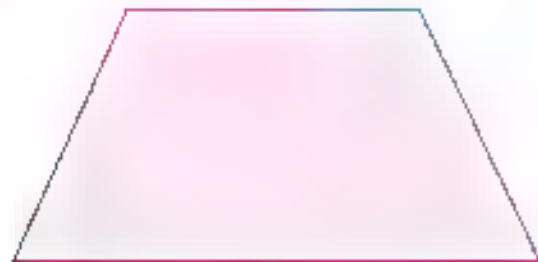


Pyramid

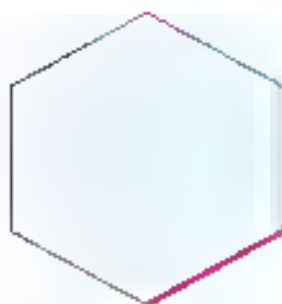
Measure the colored side length using your ruler



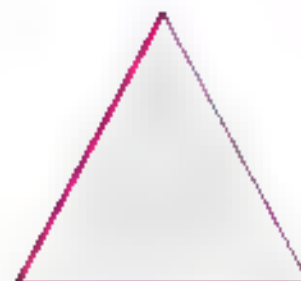
a) 6cm cm



b) 7cm cm



c) 2cm cm

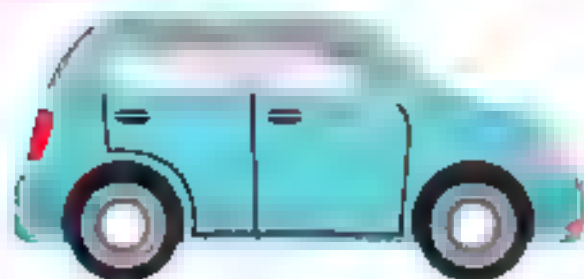


d) 4cm cm

General Exercises on Chapter 6



First: Look at the following pictures, then answer using **lighter** or **heavier**:



Car



Chair



Ball

- ☐ The car is **heavier** than the chair
- ☐ The car is **heavier** than the ball
- ☐ The chair is **lighter** than the car
- ☐ The chair is **heavier** than the ball
- ☒ The ball is **lighter** than the car
- ☐ The ball is **lighter** than the chair

Second: Circle the suitable unit of measurement for weighing:



(Grams or **Kilograms**)



(Grams or **Kilograms**)



(Grams or **Kilograms**)



(Grams or **Kilograms**)



(Grams or **Kilograms**)



(Grams or **Kilograms**)

Third: Decide whether the activity happens in the (a.m. or p.m.):

Eating breakfast 07 00 (a.m. or p.m.)

Going to school 08 00 (a.m. or p.m.)

Eating dinner 06 00 (a.m. or p.m.)

Sleeping 00 00 (a.m. or p.m.)

Fourth: Complete

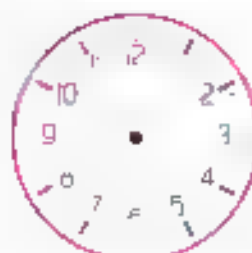
a  4.30
it's half past 4

b  9.45
It's quarter to 10

c  01 : 00
It's 1 o'clock

d  09 : 30
It's half past 9.

e  06 : 15
Quarter past 6

f  11 : 45
Quarter to 12

Models

Model 1

Choose the correct answer:

- a Six hundred six = 606 (~~606~~ ☐ ~~660~~ ☐ ~~616~~)
- b The value of the digit 3 in 736 is 30 (~~3~~ ☐ ~~30~~ ☐ ~~300~~)
- c $5 + 700 + 30 = 735$ (~~573~~ ☐ ~~753~~ ☐ ~~735~~)
- d $78 - 42 = 36$ (~~36~~ ☐ ~~42~~ ☐ ~~108~~)
- e The greatest 3-digit number is 999 (~~900~~ ☐ ~~100~~ ☐ ~~999~~)

Complete the following

- a The place value of the digit 0 in 708 is **Tens**
- b The number that comes just after 789 is **790**
- c 7 Hundreds + 5 Ones + 6 Tens = **765**
- d The greatest number formed from the digits (8, 4 and 6) is **864**
- e The cube has **12** edges.

Answer the following:

a Find the result:

1	$\begin{array}{r} 57 \\ + 29 \\ \hline 86 \end{array}$	2	$\begin{array}{r} 38 \\ + 38 \\ \hline 76 \end{array}$	3	$\begin{array}{r} 98 \\ - 47 \\ \hline 51 \end{array}$	4	$\begin{array}{r} 69 \\ - 38 \\ \hline 31 \end{array}$	5	$\begin{array}{r} 79 \\ - 9 \\ \hline 70 \end{array}$
----------	--------------------------------------------------------	----------	--------------------------------------------------------	----------	--------------------------------------------------------	----------	--------------------------------------------------------	----------	-------------------------------------------------------

b Complete using (<, = or >):

1	$456 < 654$	2	$5 \text{ Hundreds} + 7 \text{ Tens} > 500 + 7$
3	$320 = 32 \text{ Tens}$	4	$35 + 28 > 53$

c Rodina has 45 LE and Sama has 29 LE.

How much money do they have all together? $45 + 29 = 74 \text{ LE}$

Model 2

Choose the correct answer:

- a The smallest 3-digit number is 100 (900 or 102 or 100)
- b The number that comes just after 709 is 710 (710 or 708 or 609)
- c 7 Ones + 3 Hundreds = 307 (730 or 307 or 370)
- d $49 + \dots = 69$ (11 or 20 or 109)
- e The number of faces of a cube is 6 (12 or 6 or 8)

Complete the following:

- a The value of the digit 8 in 823 is 800
- b 803 in words is Eight hundred three
- c $8 + 70 + 900 = \dots$ 978
- d $78 - 18 = \dots$ 60
- e The number of sides of a square is 4 sides

Answer the following

a Arrange the following numbers in an ascending order

802 , 208 , 820 , 280 , 288

208 , 280 , 288 , 802 , 820

b Complete using (<, = or >):

1 450 < 504 2 Two hundred two < 220

3 600 = 60 Tens 4 $28 + 39 > 57$

c Write the name of each shape.

1



Sphere

2



Triangle

3



Cylinder

4



Trapezoid

Model 3

Choose the correct answer:

- a The value of the digit 0 in 709 is 0 (0 or 10 or 100)
- b The triangle has 3 vertices. (5 or 3 or 0)
- c Four hundred forty = 440 (414 or 404 or 440)
- d $57 - 45 = 12$ (57 or 33 or 66)
- e $56 + 24 < 80$ Tens (< or = or >)

Complete the following:

- a The number that comes right after 699 is 700
- b 6 Hundreds + 5 Tens + 4 Ones = 654
- c $90 + 0 + 5 = 95$
- d $99 - 56 = 43$
- e The number of vertices of a square based pyramid is 5

Answer the following:

Arrange the following numbers in an ascending order.

605 , 506 , 650 , 560 , 566

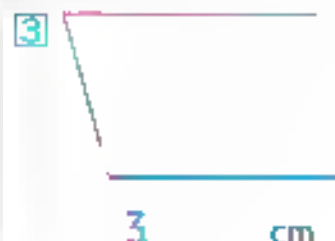
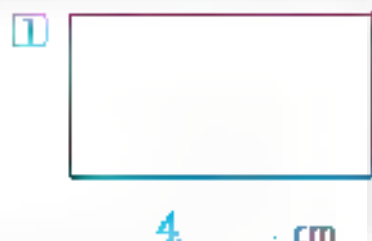
506 , 560 , 566 , 605 , 650

Dina had 78 LE. She bought a T-shirt for 56 LE.

How much money is left with her?

$$78 - 56 = 22 \text{ LE}$$

Use your ruler to measure the length of the blue side



Model 4

Choose the correct answer:

- a 7 Hundreds + 2 Tens + 9 Ones = 729 (729 or 927 or 279)
 b The rectangle has 4 sides. (3 or 4 or 5)
 c $97 - 25 = 36 + 36$ ($<$ or $=$ or $>$)
 d $26 + 17 = 43$ (50 or 60 or 26)
 e 70 Tens = 7 Hundreds (7 or 70 or 700)

Complete the following:

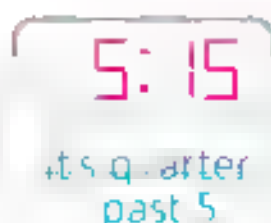
- a The smallest 3-digit number formed from 6 and 2 is 226
 b The sphere has 0 faces.
 c The place value of the digit 3 in 723 is Ones
 d The number that comes right after 609 is 610
 e 704, 703, 702, 701, 700, 699

Answer the following

- a Write all numbers that can be formed from the digits (5, 2 and 1), then complete:
 521 , 512 , 125 , 152 , 215 , 251
 • The greatest number is 521 • The smallest number is 125
- b Khalid has 45 marbles, and his sister has 21 marbles.
 Find the difference between the number of marbles that Khalid has and that his sister has. $45 - 21 = 24$ marbles

c Complete:

1



2



11 : 30

Half past 11

Model 5

Find the result:

a

$$\begin{array}{r} 5 \\ + 18 \\ \hline 23 \end{array}$$

b

$$\begin{array}{r} 63 \\ - 12 \\ \hline 51 \end{array}$$

c

$$\begin{array}{r} 75 \\ + 6 \\ \hline 81 \end{array}$$

d

$$\begin{array}{r} 29 \\ - 8 \\ \hline 21 \end{array}$$

e

$$\begin{array}{r} 32 \\ + 19 \\ + 27 \\ \hline 78 \end{array}$$

Complete the following sentences:

a The greatest 3-digit number that is formed from 5 and 7 is **775**

b The smallest 3-different-digit number is **102**

c The value of the digit 0 in the number 604 is **0**

d The number **501** comes just after 500

e The time on the opposite digital clock is **quarter past 4**

4:15

Answer the following:
















a Lamar had 99 LE. She bought a T-shirt for 42 LE, and a ball for 36 LE.

How much money is left with her?


$$42 + 36 = 78 \text{ LE}$$


$$99 - 78 = 21 \text{ LE}$$

b Look at the Pick a Flower pictograph and then answer.

Saturday					
Sunday					
Monday					
Tuesday					

Key:

 = 10 flowers

 = 5 flowers

1 Complete the following table

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

2 Answer the following questions

- Ⓐ How many flowers were picked on Tuesday?

40

- Ⓑ How many more flowers were picked on Sunday than Saturday?

$35 - 20 = 15$

- Ⓒ Which day had the greatest number of flowers picked?

Monday

- Ⓓ Which day had the least number of flowers picked?

Saturday



الأستاذ

د. محمد بن عبد الله

في

اللغة العربية

المفاهيم الأساسية

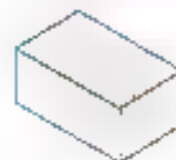
Model 6

Choose the correct answer:

- a] $7 + 7 = 14$. (77 or 7 or 14)
- b The place value of the digit 6 in 736 is (One or Tens or Hundreds)
- c] $9 + 1 = 1$. + 9 (10 or 9 or 1)
- d The square has 4 sides. (2 or 4 or 6)
- e The suitable unit of measurement for weighing a pen is grams (grams or kilograms or minutes)

Complete the following

- a $9 + 7 = 9 + 1 + 6 = 10 + 6 = 16$ (By Making 10)
- b Two hundred sixty-seven (in standard form) 267
- c 9 Tens + 8 Ones = 98
- d The opposite shape is called a rectangular prism
- e 4 : 15 is read as quarter past 4



Answer the following:

- A** Nada has 8 LE and Sara has 7 LE.

How much money do they have all together?

$$8 + 7 = 15 \text{ LE}$$

- B** Find the result:

① $15 + 28 = 43$

③ 48

④ 79

② $17 - 9 = 8$

$- 7$

$- 36$

41

43

- C** Complete using (<, = or >):

1 902 < Nine hundred twenty

2 47 < 4 + 70

③ 674 > 6 + 70 + 400

④ An hour > A minute

Model 7

Choose the correct answer:

- a $39 - 10 = 29$ (1 or 10 or 11)
- b The **value** of the digit 0 in 508 is 0 (0 or 10 or 100)
- c The estimate of 73 is 70 (using the 100 only) (70 or 75 or 80)
- d A sphere is a 3D shape (square or triangle or sphere)
- e We have breakfast at 8 o'clock a.m. (a.m. or p.m.)

Complete the following:

- a $6 + 5 = 1 + 5 + 5 = 1 + 10 = 11$ *Adding Ones*
- b $6 \text{ Tens} + 5 \text{ Ones} + 7 \text{ Hundreds} = 765$
- c $5 + 70 = 75$
- d The opposite shape is called a **rectangle**
- e $78 - 25 = 53$

Answer the following

- Arrange the following numbers in an ascending order:

415 . 514 145 . 154 . 541 451

- 145 , 154 , 415 , 451 , 514 , 541

- b**
- Decompose the number (76)

Tens

Ones



- C Complete:**

1 J. J. "Is this past 8 2 3 45 Quarter to four

Model 8

Choose the correct answer:

- a] $13 - 8 = 10 - 5$ (8 or 5 or **10**)
 b The smallest 3-digit number formed from the digits 6 and 3 is **336**
 (36 or **336** or 633)
 c $50 + 0 + 4 = 54$ (504 or **54** or 9)
 d A **circle** is a 2D shape (pyramid or sphere or circle)
 e Half an hour = **30** minutes (15 or 20 or **30**)

Complete the following:

- a] $18 - 9 = 9$
 b] $70 + 500 + 3 = 573$
 c] **6** Tens + **3** Ones = 63
 d The quadrilateral shapes have **4** sides.
 e The number that comes just after 109 is **110**

Answer the following:

a] Complete using (<, = or >):

- 1 315 < Three hundred fifty 2 98 < $90 + 8$
 3 978 < $900 + 7 + 80$ 4 1 gram < 1 kilogram

b] Complete using lighter or heavier

1 
 The dog **heavier** than the shoes

2 
 The rabbit is **lighter** than the dog

c] Complete in the same pattern:

- 10 , 15 , 20 , 25 , 30 , **35** , , **40** , 45

Model 9

Choose the correct answer:

- a] $25 + 10 = 35$ (26 or 35 or 15)
- b] The number 201 comes just after 200 (199 or 300 or 201)
- c] $7 + 8 = 8$ + 7 (7 or 8 or 15)
- d] All sides of a rhombus are equal in length. (rectangle or trapezoid or rhombus)
- e] The suitable weight of a key is 25 gm (25 gm or 5 kg or 250 gm)

Complete the following:

- a] $6 + 5 = 6 + 4 + 1 = 10 + 1 = 11$ (By Addition,)
- b] Five hundred sixteen (in standard form) is 516
- c] 9 Tens + 8 Ones + 7 Hundreds = 798
- d] The opposite shape is called a cylinder
- e] 24, 26, 28, 30, 32, 34



Answer the following

- a] Ahmed had 15 pens. After a month, he had 7 pens.
How many pens did Ahmed use during this month? $(15 - 7 = 8)$
 $15 - 7 = 8$

b] Find the result:

- 1] $78 - 25 = 53$
- 2] $65 + 23 = 88$
- 3] $57 + 38 = 95$
- 4] $13 - 8 = 5$

c] Draw the hands of the clock and write the time



3:00

It's three o'clock.



1:30

It's half past 1

Model 10

Choose the correct answer:

- a] $5 + 6 = 10 + 1$ (5 or 6 or 10)
- b] The **greatest** 3-different-digit number is 987 (900 or 987 or 999)
- c] 70 Tens + 5 Ones = 705 (75 or 570 or 705)
- d] $23 + 12 = 35$ (12 or 58 or 10)
- e] The **hexagon** has 6 sides. (4 or 5 or 6)

Complete the following

- a] $9 + 7 = 2 + 7 + 7 = 2 + 14 = 16$ Adding 2 tens
- b] 306 (in word form) is Three hundred six
- c] $800 + 3 + 60 = 863$
- d] The opposite shape is called a sphere
- e] 90, 85, 80, 75, 70, 65, 60



Answer the following

Find the result:

1] 16

$- 8$

8

2] 69

$- 19$

50

3] 75

$+ 6$

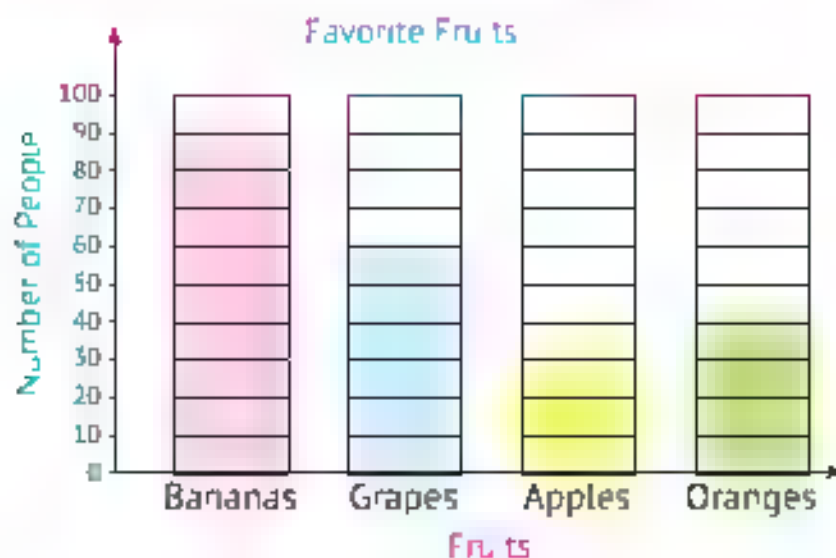
81

4] 29

$+ 8$

37

b Use the bar graph to answer the following questions



1 How many people liked bananas the most?

90

2 How many people liked oranges the most?

40

3 Which fruit is liked the least?

Apples

4 Which fruit is liked the most?

Bananas

5 How many people in all liked grapes and apples?

$60 + 30 = 90$

6 How many more people liked bananas than oranges?

$90 - 40 = 50$

Guide Answers

Chapter 1

Lessons 1&2

Reading, Collecting, and Representing Data

Activity 1

- 1 a 6 b 4 c 7 d 7



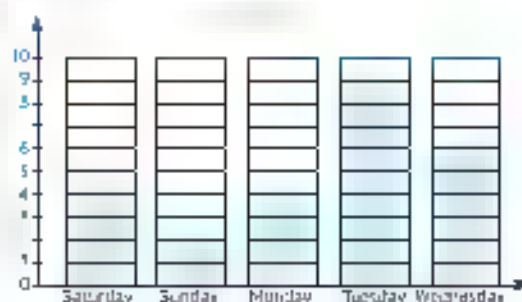
- 2 a > b < c = d >

Activity 2

- 1 a 7 b 3 c 9 d 6
e 5



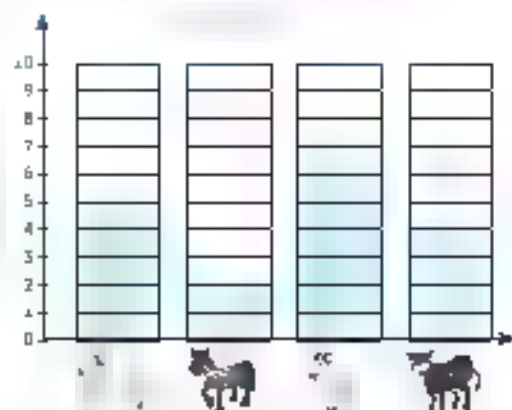
Activity 3



- 2 a 6 b Sunday c Tuesday

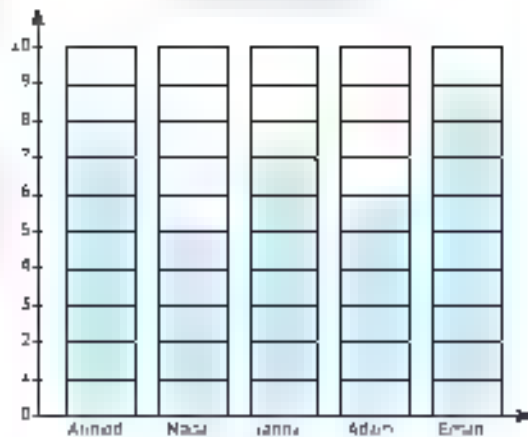
HOME ACTIVITIES

- 1 a 5 b 4 c 2 d 11



- 2 a 3 b 6 c 7 d 2
e 4





- a 12 b $6+5=11$ c $8-7=1$

Lessons 3-5

Comparing, Representing, and Interpreting Data - Representing Data with a Scale of 1

Activity 1

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	5	3	8	9	5	2

- a = b < c <
 d 3 e $9-2=7$ f $5+5+3=13$
 g Strawberries h Pears

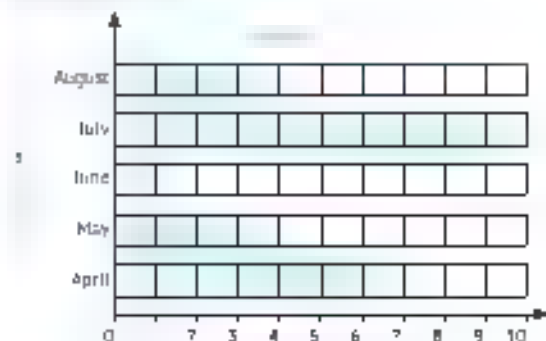
Activity 2



Adam Lara Youssef Sandy Alaa Sara

- a = b > c <
 d 8 e $7-4=3$ f $7+6+2=15$
 g Sara h Adam

Activity 3



- a 7 b June c $7-3=4$

HOME ACTIVITIES

First:

Fruit	Apples	Oranges	Bananas	Strawberries	Kiwis	Pears
Number of Students	7	8	6	10	7	4

Second:

- a = b = c <

Third:

- a 6 b 10 c $7+7+6=20$
 d $6+6=12$ e $7-6=1$

Guide Answers

- f Strawberries g Pears
h Pears, Orange, Bananas, Kiwis, Apples, Strawberries



First:

Youssef, Lara, Sara, Adam, Sandy, Alaa

Second:

- a > b = c <

Third:

- a 4 b 8 c $4 + 4$ d $7 + 2 + 6 = 15$
e Alaa f Youssef g $7 - 2 = 5$
h 6 i $4 = 2$

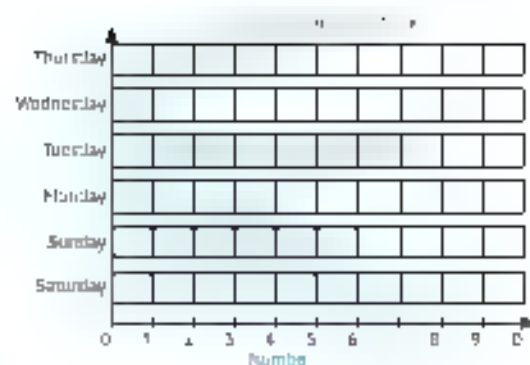
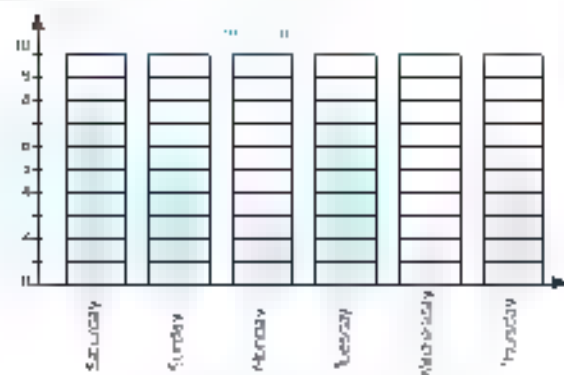
Color	Red	Blue	Green	Yellow	Orange	Pink
Number of Students	3	5	3	1	5	2

First:

- a > b < c = d >
e = f >

Second:

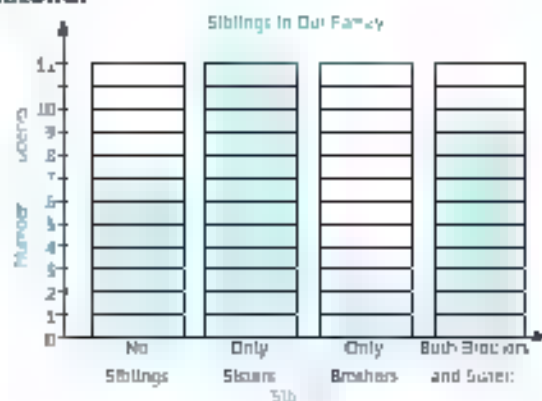
- a 2 b 6 c 1 d 3
e 6 f 3 g $3 + 6 = 9$
h 3 i $3 - 2$ j $2 + 6 = 8$ k $6 - 0$



First:

Sibling	No. Siblings	Only Sisters	Only Brothers	Both Brothers and Sisters
Number of Students	7	12	4	16

Second:



Lessons

Representing Data with a Scale of 2 and 10 Bar Graph

Activity 1

112 114 116 118 120 ←
 102 104 106 108 110 ←
 92 94 96 98 100 ←
 82 84 86 88 90 ←
 72 74 76 78 80 ←
 62 64 66 68 70 ←
 52 54 56 58 60 ←
 42 44 46 48 50 ←
 32 34 36 38 40 ←
 22 24 26 28 30 ←
 12 14 16 18 20 ←
 2, 4, 6 8, 10 ←

Activity 2

120 110 100 90 80 70 60 50 40 30 20 10 ←

Activity 3

a 16 18 20 22 b 20 18 16 14
 c 60 70 80 90 d 80 70 60 50

Activity 4



Color	Number of Children
Red	5
Blue	4
Yellow	6
Green	10

Activity 5

a 90 b 40 c Apples
 d Bananas e $60 + 30 = 90$
 f $90 - 40 = 50$

Activity 6

a 18 b 8 c $8 + 18 = 26$
 d 12 e 6 - 6 f Milk g Fruit juice

HOME ACTIVITIES

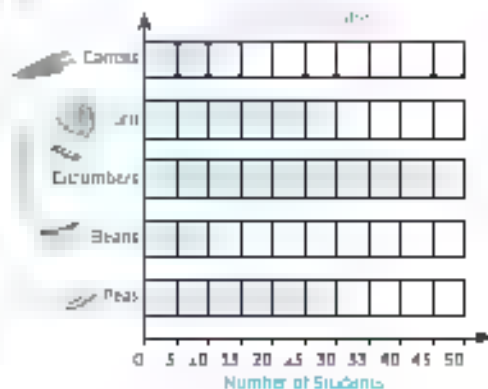
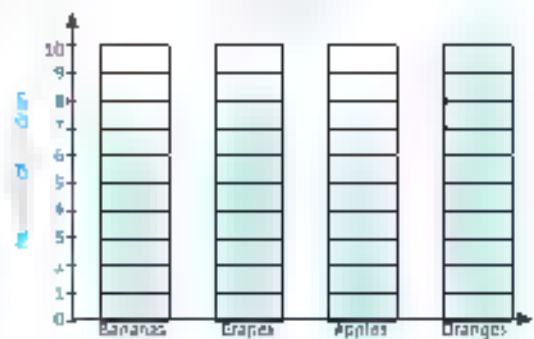
a 6 8 10 12 b 30 40 50 60
 c 42 44 46 48 d 80 70 60 50
 e 90 88 86 84 f 30 20 10 0
 g 40 h 60
 i Tennis j Football
 k $100 + 60 = 160$ l $40 - 30 = 10$

Sport	Tennis	Swimming	Football	Basketball
Number of People	30	60	100	40

First:

Fruit	Bananas	Grapes	Apples	Oranges
Number of Children	8	8	5	10

Second:



First:

a < b < c >

Second:

a 15 b 30 c $30 + 0 = 30$ d $15 + 10 + 30 = 55$
 e Cucumbers f Beans

Guide Answers

Third:

Cucumbers, Corn, Peas, Carrots, Beans

Color	Number of Students
Red	20
Blue	20
Green	10
Yellow	30
Orange	60
Pink	30

First:

- ☒ a > ☒ b > ☒ c = ☒ d =
☒ e <

Second:

- ☒ a 20 ☒ b 60 ☒ c 30 ☒ d 60
☒ e $30 + 60 = 90$ ☒ f $30 \times 10 = 20$

Lessons

Pictograph – Graph Elements

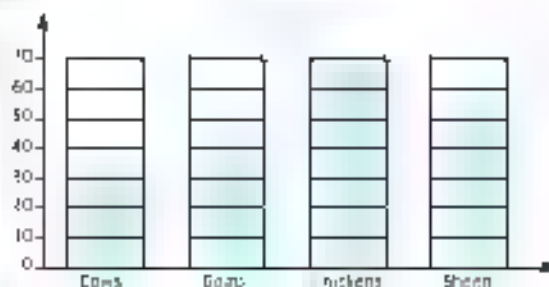
Activity 1

Pizza Topping	Green Peppers	Cheese	Olives	Mushrooms
Number of People	11	14	5	4

- ☒ a $14 \div 11 = 25$ ☒ b $14 \div 11 + 5 = 30$
☒ c $14 \times 11 = 3$ ☒ d $5 \times 4 = 1$ ☒ e Cheese

Activity 2

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	40	30	70	60



- ☒ a 30 ☒ b 40 ☒ c Chickens ☒ d Cows

HOME ACTIVITIES

First:

Day	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Number of Flowers	30	25	50	40	25	20

Second:

- ☒ a < ☒ b > ☒ c < ☒ d >
☒ e > ☒ f <

Third:

- ☒ a 40 ☒ b 40 ☒ c $30 \times 25 = 5$
☒ d $50 \times 40 = 10$ ☒ e $50 \times 25 = 25$
☒ f $25 \times 20 = 5$ ☒ g Monday
☒ h Thursday

First:

Name	Sara	Tamer	Nader	Adam	Sandy	Ianna
Number of Cookies	11	8	16	5	11	1

Second:

- ☒ a > ☒ b > ☒ c > ☒ d <
☒ e < ☒ f =

Third:

- ☒ a 8 ☒ b 10 ☒ c $11 \times 5 = 6$
☒ d $11 \times 10 = 1$ ☒ e $11 \div 16 \div 5 = 32$
☒ f $8 \div 11 = 19$ ☒ g Nader ☒ h Adam

First:

Child	Eyad	Fayrouz	Ahmed	Aliaa
Number of Watches	8	4	2	11

Second:

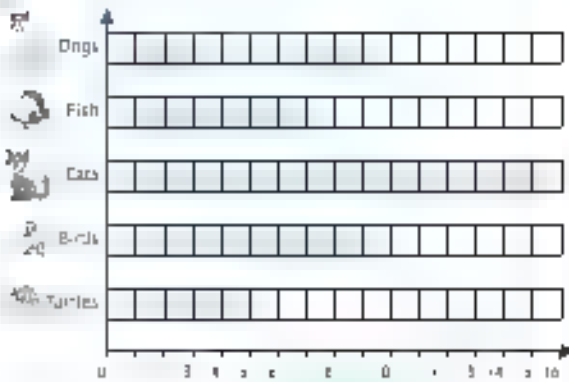


1. 11

$4 + 7 = 11$

$2 + 8 = 10$

Alraa



Pets	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

First:

$11 =$

$2 >$

$4 >$

$8 >$

Second:

7

10

$16 - 10 = 6$

$10 - 5 = 5$

$10 + 7 + 16 = 33$

$16 + 10 + 5 = 31$

Cats

Turtles

Assessment

Chapter 1

First:



Animal	Cows	Sheep	Chickens	Goats
Number of Animals	6	4	12	8

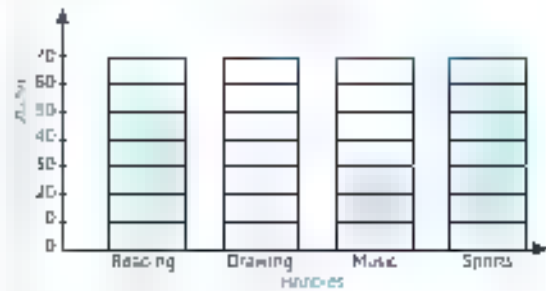
6

$8 + 12 = 20$

Chickens

Sheep

Second:



Third:

Season	Summer	Spring	Fall	Winter
Number of Children	8	4	7	12



Chapter 2

Lessons

Adding Doubles Adding and Subtracting by Counting

Activity 1

- ☐ a 20 ☐ b 14 ☐ c 16
☐ d 18 ☐ e 8 ☐ f 2

Activity 2

- ☐ a 8 + 16 + 7 ☐ b 1 + 1 + 1
☐ c 1 9 9 + 16 19 ☐ d 1 6 6 + 11 13
☐ e 1 4 4 1 8 9

Activity 3

- ☐ a 14 ☐ b 15 ☐ c 14 ☐ d 13
☐ e 12 ☐ f 13 ☐ g 13 ☐ h 11
☐ i 17 ☐ j 10

Activity 4

- ☐ a 6 ☐ b 8 ☐ c 9 ☐ d 9
☐ e 8 ☐ f 7 ☐ g 5 ☐ h 8
☐ i 1 ☐ j 5

HOME ACTIVITIES

- ☐ a 2 ☐ b 4 ☐ c 6 ☐ d 8
☐ e 10 ☐ f 12 ☐ g 14 ☐ h 16
☐ i 18 ☐ j 20
☐ a 2 ☐ b 14 ☐ c 18 ☐ d 10
☐ e 4 ☐ f 8 ☐ g 12 ☐ h 16
☐ a 7 + 1 14 15 ☐ b 4 + 4 8 9
☐ c 9 9 18 19 ☐ d 1 3 3 1 6 7
☐ e 2 2 1 4 1 5 ☐ f 1 5 5 1 10 11
☐ g $6 + 6 + 1 = 12 + 1 = 13$ ☐ h $8 + 8 + 1 = 16 + 1 = 17$
☐ i $10 + 10 + 1 = 20 + 1 = 21$

- ☐ a 14 ☐ b 14 ☐ c 13 ☐ d 13
☐ e 15 ☐ f 13 ☐ g 12 ☐ h 11
☐ i 12 ☐ j 14 ☐ k 10 ☐ l 11
☐ a 16 ☐ b 10 ☐ c 13 ☐ d 11
☐ e 12 ☐ f 17 ☐ g 10 ☐ h 15
☐ a 3 ☐ b 2 ☐ c 6 ☐ d 8
☐ e 7 ☐ f 7 ☐ g 4 ☐ h 8
☐ i 7 ☐ j 5
☐ a 9 ☐ b 11 ☐ c 7 ☐ d 8
☐ e 5 ☐ f 2 ☐ g 9 ☐ h 12
☐ a $\rightarrow 2$ ☐ b $\rightarrow 1$ ☐ c $\rightarrow 4$ ☐ d $\rightarrow 5$
☐ e $\rightarrow 3$ ☐ f $\rightarrow 7$ ☐ g $\rightarrow 6$
☐ a $>$ ☐ b $=$ ☐ c $<$ ☐ d $<$
☐ e $=$ ☐ f $<$ ☐ g $>$ ☐ h $=$
☐ i $<$ ☐ j $>$

Accumulative Assessment

Unit 1, Lesson 25

First:

- ☐ a 14 ☐ b 8 ☐ c $9 + 10$ ☐ d 12
☐ e 8

Second:

- ☐ a 18 ☐ b 7 ☐ c 12 ☐ d 17
☐ e 6

Third:

- ☐ a 18 25 50 52 81
☐ b 1 12 ☐ c 11 ☐ d 12 ☐ e 4

Lessons

Adding or Subtracting the Number 10 Adding and Subtracting by Making Tens

Activity 1

- ☐ a 35 ☐ b 26 ☐ c 85 ☐ d 39
☐ e 72 ☐ f 40 ☐ g 25 ☐ h 11
☐ i 99 ☐ j 83 ☐ k 72 ☐ l 32
☐ m 82 ☐ n 1 ☐ o 79 ☐ p 18

Activity 2

3	2	4	5	8	0	1	3	5	7	9
8	6	10	0	4	9	7	2	7	5	1

Activity 3

- a 10 b 7 c 5 d 2
 e 1 f 6

Activity 4

- a 15 b 13 c 11

Activity 5

- a $9 + 4 = 13$
 b $6 + 6 = 12$
 c $7 + 4 = 11$
 d $6 + 5 = 11$
 e $7 + 6 = 13$
 f $9 + 2 = 11$
 g $8 + 7 = 15$

Activity 6

- a $12 - 8 = 4$
 b $17 - 9 = 8$
 c $11 - 4 = 7$
 d $10 - 3 = 7$

HOME ACTIVITIES

- 1 a 25 b 5 c 34 d 14
 e 43 f 23 g 51 h 31
 i 60 j 40 k 79 l 59
 m 88 n 68 o 97 p 77
 q 28 r 10 s 49 t 37
 u 66 v 59 w 82 x 71
 y 22 z 19
 2 a 9 b 4 c 7 d 5
 e 8 f 3 g 6 h 10
 i 2 j 5 k 1 l 0
 m 1 n 8 o 2 p 9
 q 3 r 10 s 7 t 4
 u 6 v 1 w 5 x 0
 3 a 14 b 14 c 12 d 13
 e 11 f 10 g 17 h 13

- 4 a $6 + 5 = 11$ b $7 + 6 = 13$
 c $8 + 7 = 15$ d $9 + 8 = 17$
 e $9 + 9 = 18$ f $8 + 8 = 16$
 g $7 + 5 = 12$ h $9 + 2 = 11$
 i $7 + 4 = 11$ j $8 + 6 = 14$

Guide Answers

11

$$\begin{array}{r} 8 + 4 \\ \\ + \\ \hline \end{array}$$

12

$$\begin{array}{r} 8 + 3 \\ \\ + \\ \hline \end{array}$$

13

$$\begin{array}{r} 9 + 7 \\ \\ + \\ \hline \end{array}$$

14

$$\begin{array}{r} 9 + 2 \\ \\ + \\ \hline \end{array}$$

15

$$\begin{array}{r} 9 + 5 \\ \\ + \\ \hline \end{array}$$

16

$$\begin{array}{r} 9 + 3 \\ \\ + \\ \hline \end{array}$$

17 $9 + 1 + 8 = 10 + 8 = 18$ 18 $8 + 2 + 6 = 10 + 6 = 16$

19 $7 + 3 + 4 = 10 + 4 = 14$ 20 $6 + 4 + 2 = 10 + 2 = 12$

21 $9 + 1 + 7 = 10 + 7 = 17$ 22 $8 + 2 + 5 = 10 + 5 = 15$

23 $7 + 3 + 3 = 10 + 3 = 13$ 24 $6 + 4 + 1 = 10 + 1 = 11$

25 $9 + 1 + 6 = 10 + 6 = 16$ 26 $8 + 2 + 4 = 10 + 4 = 14$

27 $7 + 3 + 2 = 10 + 2 = 12$ 28 $9 + 1 + 5 = 10 + 5 = 15$

29 $8 + 2 + 3 = 10 + 3 = 13$ 30 $7 + 3 + 1 = 10 + 1 = 11$

31 $9 + 1 + 4 = 10 + 4 = 14$

16

32 $11 + 1 + 8 = 10 + 8 = 18$ 33 $12 + 2 + 6 = 10 + 6 = 16$

34 $13 + 3 + 4 = 10 + 4 = 14$ 35 $14 + 4 + 2 = 10 + 2 = 12$

36 $15 + 5 = 10$ 37 $16 + 6 + 3 = 10 + 3 = 7$

38 $17 + 7 + 1 = 10 + 1 = 9$ 39 $18 + 8 + 1 = 10 + 1 = 9$

40 $11 + 1 + 7 = 10 + 7 = 17$ 41 $12 + 2 + 5 = 10 + 5 = 17$

42 $13 + 3 + 3 = 10 + 3 = 16$ 43 $14 + 4 + 1 = 10 + 1 = 9$

44 $15 + 5 + 1 = 10 + 1 = 9$ 45 $16 + 6 + 2 = 10 + 2 = 8$

46 $17 + 7 + 2 = 10 + 2 = 8$

Accumulative Assessment

Up to Lesson 10

First:

a 34 b 10 c 15

d $7 + 7 + 1$ e 10

Second:

a 7 3 2 12 b 55 c 8 8 16 17

d 57 e 8 10 9

Third:

a 18 20 22 b 60 50 40

c 85 d 7 8 e 16 f 4 9

Lessons 5&6

Story Problems on Adding and Subtracting

Activity

a $8 + 4 = 12$

c $7 + 9 = 16$

e $16 - 6 = 10$

b $6 + 8 = 14$

d $15 - 6 = 9$

f $13 - 3 = 10$

HOME ACTIVITIES

1 $6 + 5 = 11$ 2 $7 + 8 = 15$ 3 $6 + 9 = 15$

4 $4 + 8 = 12$ 5 $8 + 4 = 12$ 6 $8 + 3 = 11$

7 $8 + 8 = 16$ 8 $14 - 5 = 9$ 9 $13 - 7 = 6$

10 $17 - 9 = 8$ 11 $15 - 8 = 7$ 12 $12 - 9 = 3$

13 $17 - 9 = 8$ 14 $13 - 6 = 7$

Accumulative Assessment

Up to Lesson 10

First:

a $10 + 1$ b 7 c $10 + 6$ d 35

e 10 f 4

Second:

a 10 b 6 3 7 c 12 d 6

e 16

Third:

a 13 b 8 c 15 d 4

e $9 + 6 = 15$

f $16 - 9 = 7$

Lessons 7-10

Mental Applications on Adding and Subtracting Adding Using the 120 Chart

Activity 1

a 5 b 5 c 7 d 8

e 8 f 8 g 8 h 7

Activity 2

a 8 b 4 c 4 d 9

e 9 f 7 g 8 h 8

Activity 3

a $4 + 12 = 16$

b $7 + 12 = 19$

c $10 + 3 = 13$

d $9 + 20 = 29$

HOME ACTIVITIES

- 1**
- | | | | |
|-------------|------------|------------|------------|
| a 5 | b 4 | c 8 | d 8 |
| e 5 | f 9 | g 5 | h 8 |
| i 8 | j 9 | k 8 | l 9 |
| m 9 | n 7 | o 7 | p 8 |
| q 10 | r 9 | s 9 | t 6 |
| u 10 | v 7 | w 8 | x 8 |
- 2**
- | | |
|------------------------|------------------------|
| a $5 + 14 = 19$ | b $7 + 15 = 22$ |
| c $4 + 13 = 17$ | d $7 + 16 = 23$ |
| e $8 + 17 = 25$ | f $9 + 20 = 29$ |
| g $9 + 15 = 24$ | h $7 + 14 = 21$ |

Accumulative Assessment

Up to Lesson 10

First:

- a** 7 **b** 7 **c** 7 **d** 8
e 1

Second:

- a** 14 **b** 7 **c** 4, 10, 13 **d** 12
e 8

Third:

- a** 9 **b** 5 **c** 7 **d** 9
e 15 **f** 6 = 9 **g** 14 **h** 6 = 6

Assessment

Chapter 2

First:

- a** 9 **b** 4 **c** 1 **d** 3
e 10

Second:

- a** 13 **b** 7 **c** 7
d 2, 4, 4, 14 **e** 8, 8, 16, 17

Third:

- a** 15 **b** 6 = 9 **c** 8 + 6 = 14

Chapter 3

Lessons 1 & 2

3-digit Numbers

Activity 1

- a** $463 = 463$
 = Four hundred sixty-three
- b** $649 = 649$
 = Six hundred forty-nine
- c** $285 = 285$
 = Two hundred eighty-five
- d** $308 = 308$
 = Three hundred eight
- e** $140 = 140$
 = One hundred forty
- f** $912 = 912$
 = Nine hundred twelve

Activity 2

- a** 372 (Three hundred seventy-two)
b 637 (Six hundred thirty-seven)
c 915 (Nine hundred fifteen)
d 253 (Two hundred fifty-three)
e 470 (Four hundred seventy)
f 605 (Six hundred five)

Activity 3

- a** Ones **b** Tens **c** Hundreds
d Tens **e** Ones **f** Hundreds

Activity 4

- a** 50 **b** 500 **c** 5
d 50 **e** 5 **f** 5

Guide Answers

Activity 5

Number	Value	Place Value
a 2 08	200	Hundreds
b 2 8 7	80	Tens
c 23.8	8	Ones
d 7 2 1	700	Hundreds
e 5 0 2	0	Tens

Activity 6

- a 300 b 80 c 7 d 60
 e 90 f 20 g 4 h 0

HOME ACTIVITIES

- a 242 (Two hundred forty-two)
 b 568 (Five hundred sixty-eight)
 c 286 (Two hundred eighty-six)
 d 606 (Six hundred six)
 e 430 (Four hundred thirty)
 f 6 14 (Six hundred fourteen)
 g 395 (Three hundred ninety-five)
 h 378 (Three hundred seventy-eight)
 i 653 (Six hundred fifty-three)
 j 609 (Six hundred nine)
 k 690 (Six hundred ninety)
 l 559 (Five hundred fifty-nine)
 m 184 (One hundred eighty-four)
 n 378 (Three hundred seventy-eight)
 o 592 (Five hundred ninety-two)
 p 766 (Seven hundred sixty-six)
 q 950 (Nine hundred fifty)
 r 241 (Two hundred forty-one)
 s 404 (Four hundred four)
 t 630 (Six hundred thirty)
 u 817 (Eight hundred seventeen)
 v 145 (One hundred forty-five)
 w 523 (Five hundred twenty-three)
 x 999 (Nine hundred ninety-nine)

- a Hundreds b Tens c Ones
 d Hundreds e Ones f Tens
 g Tens h Ones

- a Hundreds b Hundreds c Tens
 d Ones
 e 8 f 80 g 800 h 800
 i 8 j 80 k 8 l 800
 m 8 n 80 o 8 p 8
 q 50 r 3 s 600 t Tens
 u Hundreds v Tens

Number	Value	Place Value
a 1 59	100	Hundreds
b 3 4 7	40	Tens
c 26.8	8	Ones
d 2(0)1	0	Tens
e 7 78	700	Hundreds
f 62 0	0	Ones
g 8 93	800	Hundreds
h 61.7	7	Ones
i 2(8)0	80	Tens

- a 500 b 100 c 60 d 70
 e 9 f 7 g 0 h 0
 i 2 j 50 k 900 l 300
 m 10 n 9 o 100 p 40

Accumulative Assessment

up to Lesson 11

First:

- a 500 b 365 c 627 d 265
 e 1

Second:

- a 700 80 b Tens c 9 8 5
 d Hundreds 300
 e Six hundred twenty-seven

Third:

- a 7 58 b 10 c 96 d 37
 e 37 58 75 85 92
 f $38 + 51 = 89$

Lessons

Writing Numbers in Different Forms (Standard, Expanded and Word Form)

Activity 1

Standard Form	Word Form	Expanded Form
439	Four hundred thirty-nine	$400 + 30 + 9$
621	Six hundred twenty-one	$600 + 20 + 1$
907	Nine hundred seven	$900 + 7$
216	Two hundred sixteen	$200 + 10 + 6$
602	Six hundred two	$600 + 2$
850	Nine hundred fifty	$800 + 50$

Activity 2

- a 523 (Five hundred twenty-three)
- b 753 (Seven hundred fifty-three)
- c 304 (Three hundred four)
- d 896 (Eight hundred ninety-six)
- e 372 (Seven hundred thirty-two)
- f 195 (One hundred ninety-five)

Activity 3

- a 800 70 6 b 700 80 9 c 50 8 d 600 7
- e 597 f 642 g 230 h 605
- i 400 5 j 300 80

Activity 4

a

b

c

d

HOME ACTIVITIES

Standard Form	Word Form	Expanded Form
532	Five hundred thirty-two	$500 + 30 + 2$
279	Two hundred seventy-nine	$200 + 70 + 9$
748	Seven hundred forty-eight	$700 + 40 + 8$
360	Three hundred sixty	$300 + 60$
758	Seven hundred fifty-eight	$700 + 50 + 8$
329	Three hundred twenty-nine	$300 + 20 + 9$
215	Two hundred fifteen	$200 + 10 + 5$
518	Five hundred eighteen	$500 + 10 + 8$
816	Eight hundred sixteen	$800 + 10 + 6$
212	Two hundred twelve	$200 + 10 + 2$
713	Seven hundred thirteen	$700 + 10 + 3$
919	Nine hundred nineteen	$900 + 10 + 9$
905	Nine hundred five	$900 + 5$
704	Seven hundred four	$700 + 4$
860	Eight hundred sixty	$800 + 60$
407	Four hundred seven	$400 + 7$
390	Three hundred ninety	$300 + 90$
801	Eight hundred one	$800 + 1$

- a 734 (Seven hundred thirty-four)
- b 562 (Five hundred sixty-two)
- c 451 (Four hundred fifty-one)
- d 357 (Three hundred fifty-seven)
- e 926 (Nine hundred twenty-six)
- f 462 (Four hundred sixty-two)
- g 908 (Nine hundred eight)
- h 530 (Five hundred thirty)
- i 630 (Six hundred thirty)
- j 800 (Eight hundred)
- k 9,65 (Nine hundred sixty-five)
- l 579 (Five hundred seventy-nine)
- m 2,39 (Two hundred thirty-nine)
- n 8,60 (Six hundred eighty)

Guide Answers

- a 3,8,0 (Eight hundred thirty)
 b 5,2,4 (524) c 7,1,5 (715)
 d 7,1,2 (271) e 9,9,9 (999)
 f 5,2,0 (250)
- a 500,60,3 b 300,60,7
 c 700,80,9 d 200,70,9
 e 600,8 f 200,90
 g 30,6 h 200,8
 i 825 j 694 k 520 l 703
 m 209 n 580 o 365 p 265



Accumulative Assessment

Up to Lesson 10

First:

- a 675 b 215 c 5 d 99
 e 502

Second:

- a 79,8 b Seven hundred ninety-eight
 c Tens d 37 e 370

Third:

- a 13 b 15 c 8 d 7
 e $8 + 2 + 5 = 10 + 5 = 15$ f $13 + 5 = 18$ g $6 + 10 = 16$ h $6 + 4 = 10$
 i 79 j $36 + 43 = 79$

Lessons 7&8

Comparing Numbers

Activity 1

- a 836 863 638 683 368 386
 b The greatest number is 863
 c The smallest number is 368

Activity 2

- a 875 b 579 c 940 d 508
 e 885 f 669

Activity 3

- a < b < c > d >
 e < f = g < h >
 i > j < k > l >

HOME ACTIVITIES

- a 517 571 715 751 157 175
 The greatest number is 751
 The smallest number is 157
 b 698 689 869 896 968 986
 The greatest number is 986
 The smallest number is 689
 c 372 327 723 732 237 273
 The greatest number is 732
 The smallest number is 237
 d 542 524 425 452 245 254
 The greatest number is 542
 The smallest number is 245
- a 999 b 999 c 987 d 100
 e 111 f 102
- a 752 b 872 c 973 d 810
 e 730 f 776 g 882 h 359
 i 159 j 348 k 507 l 809
 m 129 n 556
- a < b < c < d <
 e > f < g > h <
 i > j > k > l >
 m > n > o > p >

- ☐ a > ☐ b - ☐ c > ☐ d .
☐ b > ☐ c - ☐ d -

Accumulative Assessment

Up to 1000000

First:

- ☐ a 999 ☐ b 451 ☐ c 380 ☐ d 660
☐ e $8 + 8 + 1$

Second:

- ☐ a 305 ☐ b 3 ☐ c 295
☐ d 239, 240, 241 ☐ e 578

Third:

- ☐ a 1 < ☐ b < ☐ c > ☐ d =

- ☐ a 357 375 537 573 735 753

The greatest number is 753

? The smallest number is 357

- ☐ a 1 850 ☐ b 508

- ☐ a 1 993 ☐ b 339

Lessons

Ordering Numbers

Activity 1

- ☐ a 355 ☐ b 569 ☐ c 541 ☐ d 310
☐ e 810 ☐ f 100

Activity 2

- ☐ a 542 ☐ b 579 ☐ c 210 ☐ d 599
☐ e 809 ☐ f 99

Activity 3

- ☐ a 257 ☐ b 759 ☐ c 299 ☐ d 301
☐ e 699 ☐ f 300

Activity 4

- ☐ a Ascending order 214 356 548 567 982
 Descending order 982 567 548 356 214
☐ b Ascending order 278 287, 728 782 872
 Descending order 872 782 728 287 278

Activity 5

378 387 738 783 873 837

Ascending order 378 387 738 783 837 873

Descending order 873 837 783 738 387 378

HOME ACTIVITIES

- ☐ a 316 ☐ b 457 ☐ c 720 ☐ d 529
☐ e 648 ☐ f 800 ☐ g 500 ☐ h 700
☐ i 433 ☐ j 699 ☐ k 380 ☐ l 900
☐ m 601 ☐ n 231 ☐ o 810 ☐ p 504
☐ q 712 ☐ r 996 ☐ s 402 ☐ t 101
☐ u 781 ☐ v 627 ☐ w 404 ☐ x 449
☐ y 599 ☐ z 788 ☐ aa 199 ☐ ab 316
☐ ac 699 ☐ ad 659 ☐ ae 99 ☐ af 802
☐ ag 467 ☐ ah 747 ☐ ai 101 ☐ aj 366
☐ ak 809 ☐ al 629 ☐ am 998 ☐ an 499
☐ ao 358 ☐ ap 260 ☐aq 700 ☐ ar 100
☐ as 567 ☐ at 599 ☐ au 979 ☐ av 658
☐ aw 320 ☐ ax 801 ☐ ay 270 ☐ az 199
☐ ba 839 ☐ bb 99 ☐ bc 730 ☐ bd 400
☐ be 528 ☐ bf 656 ☐ bg 519 ☐ bh 599

- ☐ a Ascending order 456 546 564 645 654
 - Descending order 654 645 564 546 456
☐ b Ascending order 215 384 548 674 678
 - Descending order 678 674 548 384 215
☐ c Ascending order 105 150 500 501 510
 - Descending order 510 501 500 150 105
☐ d Ascending order 80 800 808 880 888
 - Descending order 888 880 808 800 80
☐ e Ascending order 25 52 205 502 520
 - Descending order 520 502 205 52 25
☐ f 367 376 673 637 763 736
 - Ascending order 367 376 637 673 736 763
 - Descending order 763 736 673 637 376 367
☐ g 247 274 427, 472, 742 724
 - Ascending order 247 274 427 472 724 742
 - Descending order 742 724 472 427 274 247
☐ h 158 185 518 581 815 851
 - Ascending order 158 185 518 581 815 851
 - Descending order 851 815 581 518 185 158

Accumulative Assessment

120 minutes (40)

First:

- a 100 b 520 c 600 d 450
e 450

Second:

- a 509 b 748 c 8 5 7 d 987
e 260

Third:

- a 1 > b 2 = c 3 < d 4 <
e 40 44 400 404 440
f 357 375 735 753 573 537
g Ascending order 357 375 537 573 735 753

Assessment

Chapter 3

First:

- a 30 b 330 c 999 d >
e 266

Second:

- a 200 b 305 c Hundreds
d 540, five hundred forty e 6

Third:

- a 940 900 490 400 94
b 25 200 205 500 502
c 494 d 824 e 333
f 444 (Four hundred forty-four)
g 632 (Six hundred thirty-two)

Chapter 4

Lessons 1&2

Commutative Property in Addition – More of Mental Applications on Adding and Subtracting

Activity 1

- a $4 + 3 = 7$ $3 + 4 = 7$ b $2 + 5 = 7$ $5 + 2 = 7$
c $2 + 3 = 5$ $3 + 2 = 5$

Activity 2

- a $51 + 4 = 55$ b $16 + 2 = 18$
c $22 + 6 = 28$ d $63 + 4 = 69$
e $14 + 6 = 08$

Activity 3

- a 3 4 7 b 7 8 15
c 4 2 6 d 1 9 10
e 8 6 14 f 3 5

Activity 4

- a 41 b 68 c 87 d 100
e 48 f 79

Activity 5

- a 78 b 87 c 57 d 27
e 87 f 41

HOME ACTIVITIES

- 1 a $5 + 1 = 6$ $1 + 5 = 6$ b $5 + 4 = 9$ $4 + 5 = 9$
c $4 + 2 = 6$ $2 + 4 = 6$ d $4 + 2 = 6$ $1 + 4 = 5$
e $1 + 2 = 3$ $2 + 1 = 3$ f $1 + 3 = 4$ $3 + 1 = 4$
g $3 + 4 = 7$ $4 + 3 = 7$
2 a 3 b 7 c 2 d 6
e 8 f 9 g 8 h 1

- a 13 13 b 12 12 c 12 12 d 8 8
 e 14 14 f 10 10
- a 48 b 34 c 77 d 43
 e 41 f 24 g 66 h 65
 i 89 j 35 k 22 l 72
 m 20 n 43 o 43 p 63
 q 61 r 95 s 96 t 41
- a 22 b 22 c 90 d 30
 e 72 f 6 g 25 h 41
 i 21 j 90 k 51 l 31
 m 32 n 95 o 12 p 72
 q 75 r 26 s 80 t 10

Accumulative Assessment 1

1p 12/20/2012

First:

- a 7 b 765 c 27 d 20
 e 11

Second:

- a 349 b 16 c 7 d 999
 e Tens


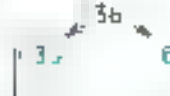

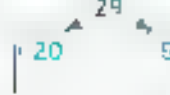
Third:

- a 630 603 600 360 306
 b 1 60 c 12 d 17 e 9
 f 15 g 8

Lesson 3

Decomposing Numbers into Ones and Tens

Activity 1

- a Tens Ones

 3 Tens + 6 Ones = 36

 $30 + 6 = 36$
- b Tens Ones

 2 Tens + 9 Ones = 29

 $20 + 9 = 29$

- a Tens Ones




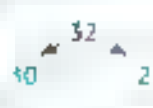

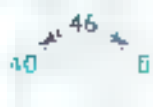



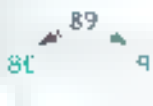

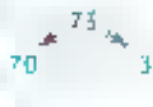


 4 Tens + 5 Ones = 45

 $40 + 5 = 45$

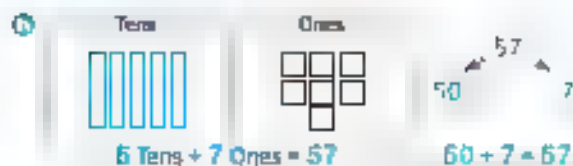
Activity 2

- a 53 b 67 c 39 d 26
 e 52 f 83 g 80 h 8

HOME ACTIVITIES

- a Tens Ones

 2 Tens + 9 Ones = 29

 $20 + 9 = 29$
- b Tens Ones

 3 Tens + 2 Ones = 32

 $30 + 2 = 32$
- c Tens Ones

 4 Tens + 6 Ones = 46

 $40 + 6 = 46$
- d Tens Ones

 5 Tens + 1 Ones = 51

 $50 + 1 = 51$
- e Tens Ones

 8 Tens + 9 Ones = 89

 $80 + 9 = 89$
- f Tens Ones

 7 Tens + 3 Ones = 73

 $70 + 3 = 73$
- g Tens Ones

 4 Tens + 2 Ones = 42

 $40 + 2 = 42$

Guide Answers



- 9**
- | | | | |
|-------------|-------------|-------------|-------------|
| A 75 | B 86 | C 79 | D 81 |
| E 29 | F 31 | G 24 | H 34 |
| I 64 | J 52 | K 67 | L 78 |
| M 80 | N 60 | O 3 | P 2 |

- 10**
- A** $30 + 4 = 34$ $85 = 8 \text{ Tens} + 5 \text{ Ones}$ **F**
- B** $70 + 7 = 77$ $36 = 3 \text{ Tens} + 6 \text{ Ones}$ **D**
- C** $5 + 80 = 85$ $77 = 7 \text{ Tens} + 7 \text{ Ones}$ **H**
- D** $3 + 60 = 63$ $58 = 5 \text{ Tens} + 8 \text{ Ones}$ **I**
- E** $50 + 8 = 58$ $63 = 6 \text{ Tens} + 3 \text{ Ones}$ **J**

Accumulative Assessment

Go to Lesson J

First:

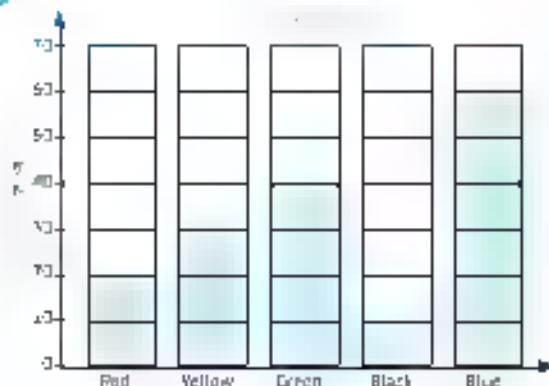
- A** 75 **B** 60 **C** 2 **D** 4
- E** 100

Second:

- A** 9 **B** 836 **C** 27 **D** 310
- E** 1 6 6 16

Third:

- A** 1 > 2 > 3 > 4 >
- B** 54 62 72 84 94 90
- C**



Lessons 445

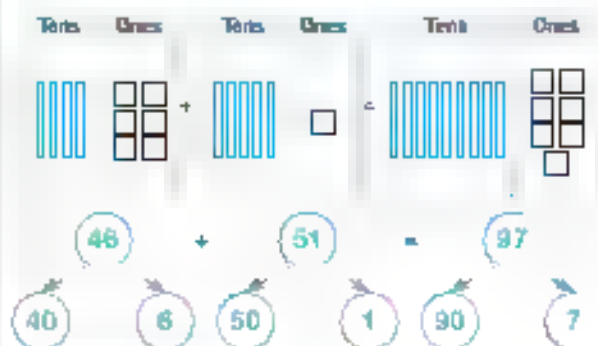
Adding and Subtracting Without Regrouping

Activity 1

A $35 + 24 = 59$



B $46 + 51 = 97$

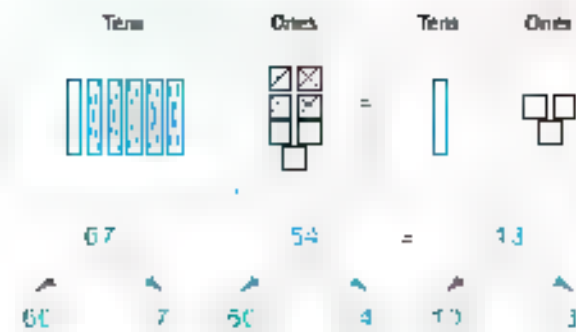


Activity 2

A $75 - 34 = 41$

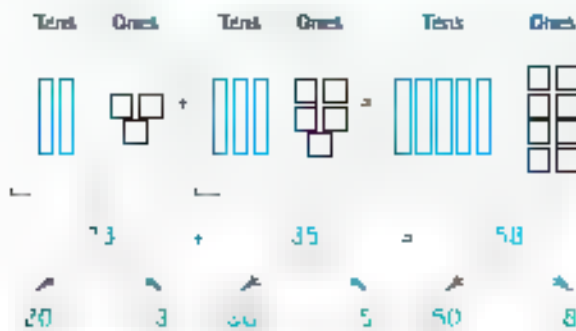


67 $54 = 13$



Activity 3

$23 + 35 = 58$

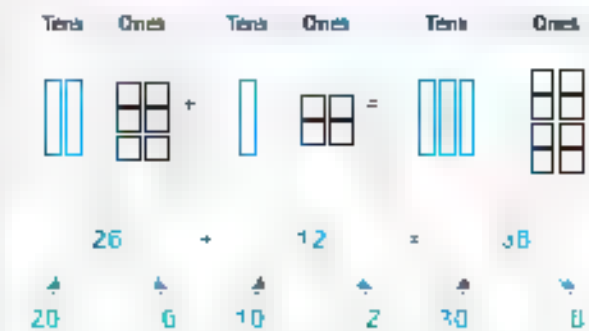


Activity 4

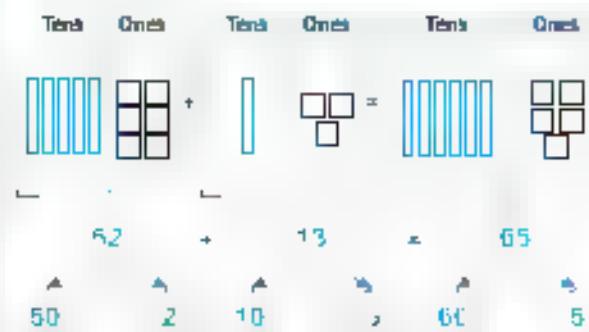


HOME ACTIVITIES

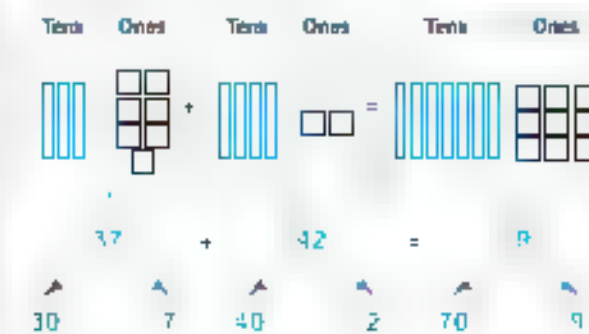
68 $26 + 12 = 38$



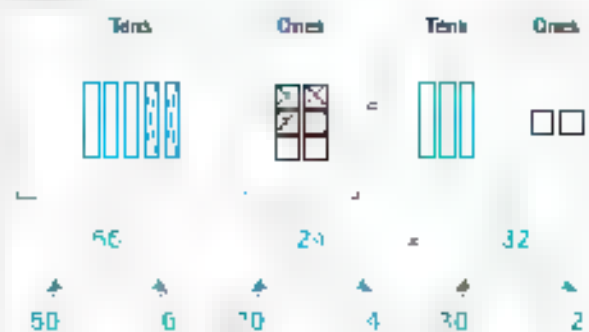
69 $52 + 13 = 65$



70 $37 + 42 = 79$



71 $56 - 24 = 32$



Guide Answers

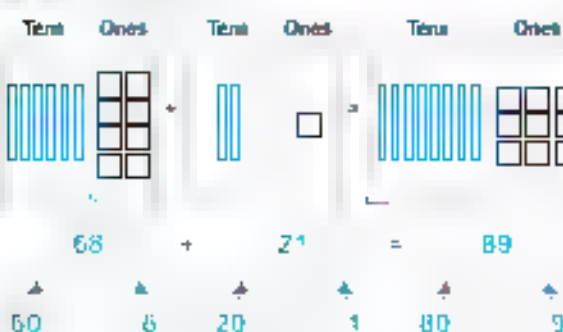
75 - 25 = 50



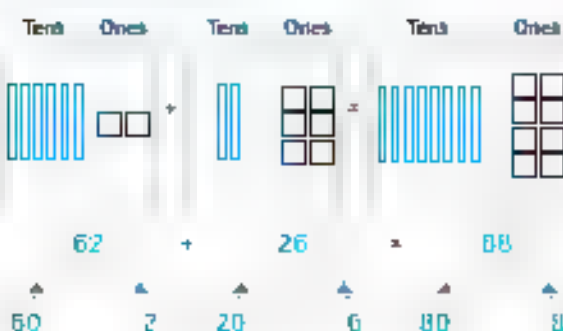
63 - 12 = 52



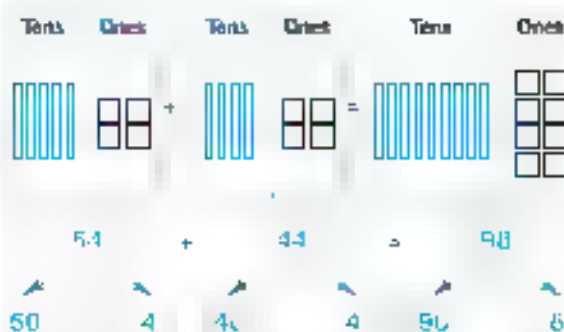
68 + 21 = 89



67 + 26 = 93



54 + 44 = 98



26 - 13 = 13



65 - 24 = 41



59 - 16 = 43



- | | | | |
|----|----|----|----|
| 77 | 12 | 87 | 22 |
| 78 | 63 | 78 | 21 |
| 99 | 86 | 34 | 41 |

- 10 65 11 93 12 03 13 44
 14 91 15 94 16 30 17 27

Accumulative Assessment

Up to 1000

First:

- 1 500 2 8 3 9 4 78
 5 10

Second:

- 6 310 7 8 8 987 9 36
 10 55 65 75

Third:

- 11 50 55 56 65 66
 12 1 56 13 22 14 96 15 42
 16 65 12 = 53 LE



Lessons

Estimating the Sum and the Difference – Comparing the Sum and the Estimation

Activity 1

Number	Estimation
41	40
42	40
43	40
44	40
45	50

Number	Estimation
46	50
47	50
48	50
49	50
50	50

Activity 2

- 1 20 2 10 3 0 4 60
 5 40 6 60

Activity 3

- 7 50 8 10 9 30 10 90
 11 60 12 10

Activity 4

- 1 $34 + 28 \rightarrow 30 + 30 = 60$
 $34 + 28$ is about **60**
 2 $45 + 52 \rightarrow 50 + 50 = 100$
 $45 + 52$ is about **100**
 3 $67 - 34 \rightarrow 70 - 30 = 40$
 $67 - 34$ is about **40**
 4 $92 - 19 \rightarrow 90 - 20 = 70$
 $92 - 19$ is about **70**

Activity 5

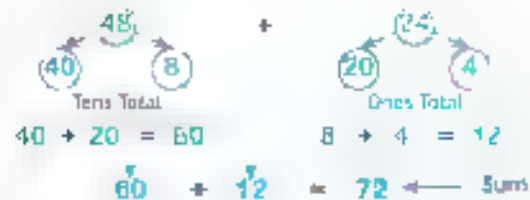
- 1 $13 + 28 \rightarrow 10 + 30 = 40$
 $13 + 28$ is about **40**
 2 $55 + 42 \rightarrow 50 + 40 = 90$
 $55 + 42$ is about **90**
 3 $79 - 69 \rightarrow 80 - 70 = 10$
 $79 - 69$ is about **10**
 4 $97 - 37 \rightarrow 100 - 40 = 60$
 $97 - 37$ is about **60**

Activity 6

- 1 $33 + 29 \rightarrow 30 + 30 = 60$ LE
 2 $64 - 32 \rightarrow 60 - 30 = 30$ minutes

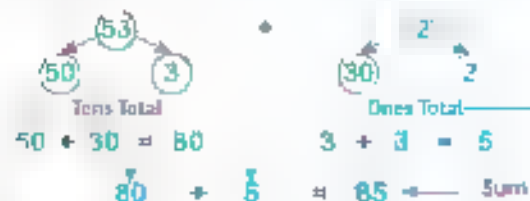
Activity 7

- 1 Estimation: $48 + 24 \rightarrow 40 + 20 = 60$
 Actual sum:



The estimate (60) is (closer or not closer) to the actual sum (72), so the estimate is (accepted or not accepted).

- 2 Estimation: $53 + 32 \rightarrow 50 + 30 = 80$
 Actual sum:



The estimate (80) is (closer or not closer) to the actual sum (85), so the estimate is (accepted or not accepted).

HOME ACTIVITIES

	Number	Estimation
1	71	70
2	72	70
3	73	70
4	74	70
5	75	80

	Number	Estimation
6	76	80
7	77	80
8	78	80
9	79	80
10	80	80

	Number	Estimation
11	11	10
12	12	10
13	13	10
14	14	10
15	15	20

	Number	Estimation
16	16	20
17	17	20
18	18	20
19	19	20
20	20	20

1. 40 2. 80
 3. 80 4. 90
 5. 50 6. 10
 7. 0 8. 20
 9. 90 10. 60
 11. 60 12. 80

13. 50 14. 60
 15. 20 16. 70
 17. 40 18. 100
 19. 50 20. 70
 21. 10 22. 30
 23. 0 24. 10

1. $58 \rightarrow 60$
 $32 \rightarrow 30$
 90

58 + 32 is about 90

2. $76 \rightarrow 80$
 $14 \rightarrow 10$
 70

76 + 14 is about 70

3. $27 \rightarrow 30$
 $12 \rightarrow 10$
 40

27 + 12 is about 40

4. $84 \rightarrow 80$
 $35 \rightarrow 40$
 40

84 + 35 is about 40

5. $34 \rightarrow 30$
 $29 \rightarrow 30$
 60

34 + 29 is about 60

6. $46 \rightarrow 50$
 $27 \rightarrow 30$
 20

46 + 27 is about 20

7. $43 \rightarrow 40$
 $56 \rightarrow 60$
 90

43 + 56 is about 90

8. $98 \rightarrow 90$
 $27 \rightarrow 30$
 70

98 + 27 is about 70

9. $52 \rightarrow 50$
 $38 \rightarrow 40$
 80

52 + 38 is about 80

10. $72 \rightarrow 70$
 $51 \rightarrow 50$
 20

72 + 51 is about 20

11. $18 \rightarrow 20$
 $38 \rightarrow 40$
 40

18 + 38 is about 40

12. $62 \rightarrow 60$
 $16 \rightarrow 20$
 50

62 + 16 is about 50

13. 84 + 26 = 80 + 20 = 60 LE
 14. 38 + 49 = 30 + 40 = 70 stories
 15. 46 + 18 = 40 + 20 = 60 boys
 16. 53 + 47 = 50 + 40 = 90 minutes
 17. Estimation: 45 + 23 \rightarrow 40 + 20 = 60

Actual sum:

Tens Total: 40 + 20 = 60
 Ones Total: 5 + 3 = 8
 Sum: 60 + 8 = 68

The estimate (60) is (closer or not closer) to the actual sum (68), so the estimate is (accepted or not accepted).

18. Estimation: 62 + 13 \rightarrow 60 + 10 = 70
 Actual sum:

Tens Total: 60 + 10 = 70
 Ones Total: 2 + 3 = 5
 Sum: 70 + 5 = 75

The estimate (70) is (closer or not closer) to the actual sum (75), so the estimate is (accepted or not accepted).

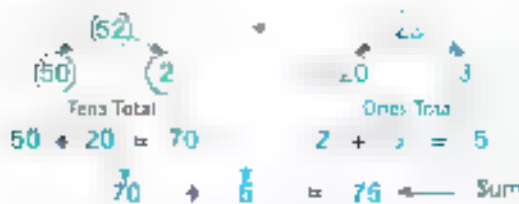
19. Estimation: 26 + 11 \rightarrow 20 + 10 = 30
 Actual sum:

Tens Total: 20 + 10 = 30
 Ones Total: 6 + 1 = 7
 Sum: 30 + 7 = 37

The estimate (30) is (closer or not closer) to the actual sum (37), so the estimate is (accepted or not accepted).

Estimation: $52 + 23 \rightarrow 50 + 20 = 70$

Actual sum



The estimate (70) is close or not closer) to the actual sum (75), so the estimate is accepted or not accepted).

Addition Problem	Actual Sum	Estimation Using Place Value Strategy	Accepted	Not Accepted
$48 + 31$	79	$40 + 30 = 70$		✓
$75 + 14$	89	$70 + 10 = 80$		✓
$41 + 23$	64	$40 + 20 = 60$	✓	
$63 + 15$	78	$60 + 10 = 70$		✓
$14 + 15$	29	$10 + 10 = 20$		✓
$27 + 32$	59	$20 + 30 = 50$		✓
$20 + 13$	33	$20 + 10 = 30$	✓	
$42 + 21$	63	$40 + 20 = 60$	✓	

Accumulative Assessment

Jeopardy

First:

- ☐ 853 ☐ 723 ☐ 7 ☐ 7
☐ 1

Second:

- ☐ 100 ☐ 60 ☐ 50 ☐ 8
☐ 259 260 261

Third:

- ☐ 1 > ☐ 2 = ☐ 3 = ☐ 4 >
☐ 1 50 30 80 ☐ 2 70 50 20
☐ $46 + 23 = 40 + 20 = 60$ LE

Lessons

Adding by Regrouping Ones

Activity 1

- ☐ 83 ☐ 55 ☐ 84 ☐ 84

Activity 2

- ☐ 85 ☐ 84 ☐ 45 ☐ 80
☐ 71 ☐ 84 ☐ 97 ☐ 93
☐ 64 ☐ 91 ☐ 82 ☐ 66
☐ 85 ☐ 82 ☐ 92 ☐ 74

Activity 3

- ☐ 94 ☐ 95

HOME ACTIVITIES

- ☐ 84 ☐ 80 ☐ 74 ☐ 90
☐ 82 ☐ 63 ☐ 84 ☐ 94
☐ 95 ☐ 70 ☐ 90 ☐ 68
☐ 72 ☐ 94 ☐ 45 ☐ 32
☐ 76 ☐ 88 ☐ 82 ☐ 78
☐ 75 ☐ 79 ☐ 82 ☐ 85
☐ 74 ☐ 95 ☐ 63 ☐ 95
☐ 75 ☐ 75 ☐ 72 ☐ 91
☐ 73 ☐ 73 ☐ 82 ☐ 53
☐ 92 ☐ 91 ☐ 91 ☐ 81
☐ 78 ☐ 80 ☐ 82 ☐ 90
☐ 78 ☐ 81 ☐ 94 ☐ 79
☐ 87
☐ 99 ☐ 94 ☐ 77 ☐ 72

Accumulative Assessment

Jeopardy

First:

- ☐ 960 ☐ 800 ☐ 869 ☐ 502
☐ 100

Second:

- ☐ tens ☐ 700 80 3 ☐ 9 6 8 ☐ 608
☐ 698 699 700

Third:

- ☐ 51 ☐ $43 + 56 = 99$
☐ 71 ☐ $430 + 54 = 84$
☐ < ☐ < < ☐ > ☐ >
☐ c ☐ 2 a ☐ 3 b

Assessment

Chapter 4

First:

- a 42 b 74 c 71 d 16

Second:

- a 17 22 b 6 23 29 c 4 9

Third:

- a 1 80 b 70 c 10 d 10

- b $47 - 32 = 15$ flowers





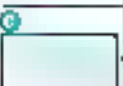



- c $75 + 12 = 87$ pounds

Chapter 5

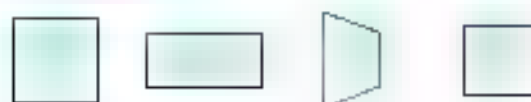
Lessons

2-dimensional Shapes

Activity 1

a 	Triangle	e 
b 	Rhombus	f 
c 	Hexagon	g 
d 	Trapezoid	h 
	Square	
	Pentagon	
	Rectangle	
	Circle	

Activity 2



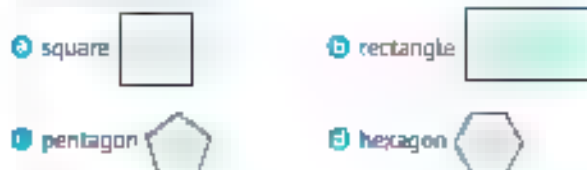
Activity 3

- a 3 b 6 c 4 d 5

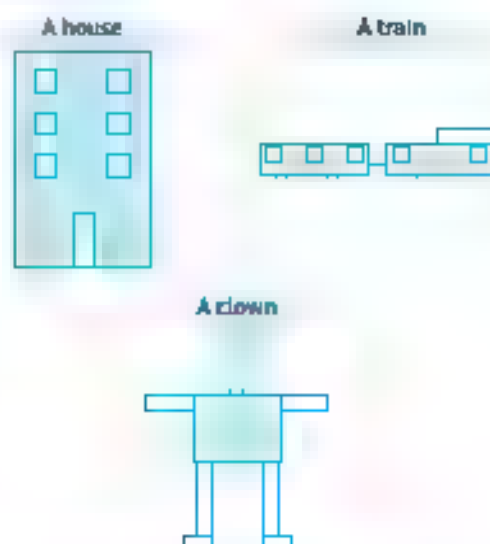
Activity 4



Activity 5



Activity 6



HOME ACTIVITIES

- Answer by yourself.
- a Rhombus b Triangle

c Pentagon d Square

e Circle f Trapezoid

g Hexagon h Rectangle
- Answer by yourself
- a 4 b 3 c 5 d 6

e 8 f 4 g 3 h 7
- Answer by yourself
- Answer by yourself

1. a 3 3

b 4 2 2

c pentagon

d circle

e Square rhombus

f trapezoid

g hexagon

h equal

2. Answer by yourself

3. a Square



b Circle



c Rhombus



d Pentagon



e Hexagon



f Rectangle



A house



A bird



A car



A dog



Accumulative Assessment



up to 100%

First:

a 3

b 4

c 7

d 689

e 30

Second:

a Pentagon

b 437

c hexagon circle

d .02

e Square rectangle

Third:

a 1 >

b <

c <

d =

e 7 70 77 700 770

a 1 Circle

b Trapezoid

c Hexagon

d Triangle

Lessons 5-7

Measuring the Length in Centimeters - Estimating the Length ~ Measuring the Side Length of a Geometric Shape

Activity 1

a 8

b 3

c 5

d 1.1

e 14

f 2

g 4

h 5

i 7

Activity 2

a 6

b 7

c 2

d 4

e 3

f 4

Activity 3

a Centimeter

b Centimeter

c Meter

d Centimeter

Activity 4

a 12cm

b 20cm

c 1.5cm

d 3m

HOME ACTIVITIES

a 7

b 4

c 5

d 3

e 2

f 9

g 6

h 9

i 10

a 5

b 4

c 2

d 4

e 5

f 5

g 4

h 5

i 3

j 3

k 5

l 4

m 1.8cm

n 1.2cm

o 1.5cm

p 4cm

q 1.5cm

Accumulative Assessment



up to 100%

First:

a 4

b 570

c 0

d 505

e 50

Second:

a Circle

b 987

c 41

d 9%

e 4 2 2

Guide Answers

Third:

- ☐ 1 56 ☐ 2 67 ☐ 3 51 ☐ 4 43
☐ 990 909 900 99 90
☐ 1 3 ☐ 2 2 ☐ 3 4

Lessons 3-10

3-dimensional Shapes

Activity 1

- ☐ 1 Square-based pyramid ☐ 3 Cylinder
☐ 2 Sphere ☐ 4 Cube
☐ 3 Rectangular prism

Activity 2

- ☐ 1 6 square ☐ 2 8 ☐ 3 12
☐ 4 12 8 6 rectangle ☐ 5 8 5.5 1 square 4
☐ 6 sphere ☐ 7 Cylinder

Activity 3

Answer by yourself

HOME ACTIVITIES

- ☐ 1 ☐ 1 Cube ☐ 2 Cylinder
☐ 2 ☐ 2 Sphere ☐ 3 Square-based pyramid
☐ 3 ☐ 3 Rectangular prism
☐ 4 ☐ 4 Square-based pyramid ☐ 5 Cylinder
☐ 5 ☐ 5 Sphere ☐ 6 Cube
☐ 6 ☐ 6 Rectangular prism
☐ 7 ☐ 7 Triangle ☐ 8 Pentagon
☐ 8 ☐ 8 Circle ☐ 9 Square
☐ 9 ☐ 9 Rectangle ☐ 10 Rhombus
☐ 10 ☐ 10 Hexagon ☐ 11 Trapezoid
☐ 11 Answer by yourself
☐ 12 ☐ 12 6 square ☐ 13 8 ☐ 14 12
☐ 13 ☐ 13 12 8 6 rectangle ☐ 14 8 5.5 1 Square 4
☐ 14 ☐ 14 sphere ☐ 15 cylinder
☐ 15 ☐ 15 rectangular prism 12 8 6 rectangle
☐ 16 ☐ 16 cube 12 8 6 square
☐ 17 ☐ 17 square-based pyramid 8 5 5
☐ 18 ☐ 18 cylinder 8 8 2

Accumulative Assessment



Up - Less - TL

First:

- ☐ 1 12 ☐ 2 6 ☐ 3 Tens ☐ 4 570
☐ 5 100

Second:

- ☐ 1 550 ☐ 2 290 ☐ 3 7 ☐ 4 1
☐ 5 sphere

Third:

- ☐ 1 420 402 240 224 204
☐ 2 ☐ 1 Cylinder ☐ 2 Pentagon
☐ 3 Square ☐ 4 Hexagon ☐ 5 Cube
☐ 6 Rectangular prism ☐ 7 Rectangle

Chapter 5



Chapter 5

First:

- ☐ 1  ☐ 2 centimeter
☐ 3 > ☐ 4 pentagon

Second:

- ☐ 1 4 ☐ 2 2 ☐ 3 7 ☐ 4 7

Third:

- ☐ 1 Cylinder ☐ 2 Cube ☐ 3 Square-based pyramid
☐ 4 Sphere ☐ 5 Rectangular prism

Fourth:

Answer by yourself

Chapter 6

Lessons 1&2

Measuring Mass – Units of Measuring Mass

Activity 1

- ☐ lighter
☐ heavier

Activity 2

- ☐ Grams (gm)
☐ Grams (gm)
☐ Grams (gm)
☐ Kilograms (kg)

HOME ACTIVITIES

- ☐ lighter
☐ heavier
☐ lighter
☐ lighter

Answer by yourself

Answer by yourself

- ☐ Grams (gm)
☐ Kilograms (kg)
☐ Grams (gm)
☐ Kilograms (kg)
☐ Grams (gm)
☐ Grams (gm)
☐ Kilograms (kg)
☐ Kilograms (kg)

Accumulative Assessment

Up to Lesson 2

First:

- ☐ 5
☐ 4
☐ 999
☐ 7

Second:

- ☐ six hundred three
☐ 345

Third:

- ☐ 1 < 2 > 3 = 4 <
☐ 216 592 654 756 890
☐ lighter, heavier

Lessons 3&4

Applications on Measuring Mass

Activity

- ☐ $3 + 5 = 8$ kg
☐ 90 30 = 60 kg

HOME ACTIVITIES

- ☐ $15 + 7 = 22$ kg
☐ $18 + 9 = 27$ kg
☐ $48 + 48 = 96$ kg
☐ $25 + 16 = 41$ kg
☐ $4 + 3 + 5 + 4 = 16$ kg
☐ $39 - 5 = 34$ kg
☐ $58 - 52 = 6$ kg
☐ $86 - 56 = 30$ kg
☐ $89 - 27 = 62$ kg
☐ $95 - 83 = 12$ gm

Accumulative Assessment

Up to Lesson 4

First:

- ☐ 748
☐ 90
☐ 50
☐ 5

Second:

- ☐ 100
☐ 300
☐ 7
☐ 6 8

Third:

- ☐ 99 93 39 33 30
☐ 1 77 2 52 3 74 4 4
☐ $69 + 15 + 12 = 96$ gm






Lessons 5&6

Time "A.M. or P.M." – Creating an Analog Clock

Activity 1

- a 7 b 9 c 2
d 6 e 4 f 3

Activity 2



 It's 7 o'clock.	 It's 3 o'clock.	 It's 10 o'clock.
 It's 10 o'clock.	 It's 8 o'clock.	 It's 11 o'clock.

Activity 3

- a a.m. b p.m. c a.m. d p.m.
e p.m. f a.m. g p.m. h a.m.

HOME ACTIVITIES

- a 7 b 9 c 2 d 1
e 3 f 5 g 11 h 12
i 4 j 6 k 8 l 10

- a 12 b 2 c 4 d 6
e 8 f 10 g 1 h 3
i 5

a 07 00	b 09 00	c 11 00
d 02 00	e 04 00	f 06 00
g 05 00	h 10 00	i 12 00
j a.m.	k p.m.	l a.m.
m p.m.	n a.m.	o p.m.
p p.m.	q a.m.	r a.m.

Accumulative Assessment

April 1, 2020

First:

- a 100 b 657 c 4 d 6
e 95

Second:

- a Ones b 516 c 400 d 640
e 3 3

Third:

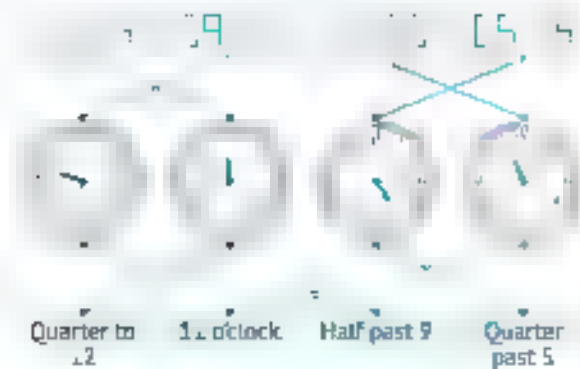
- a [20 b 64 c 70 d 73
e 7 o'clock f 1 o'clock
g

d $38 + 49 = 87$ LE

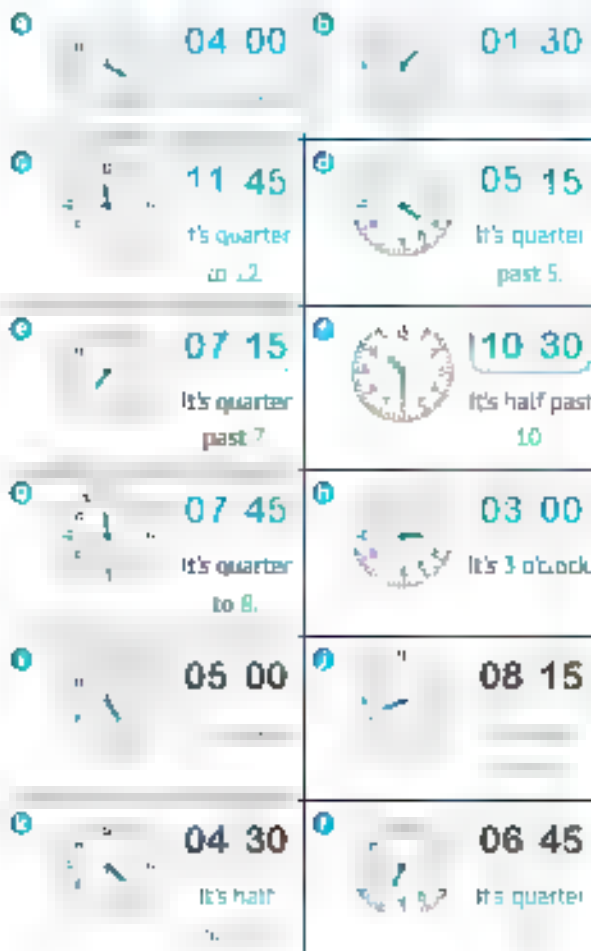
Lessons

Reading Time with Halves - Applications on Time - Reading Time in Minutes

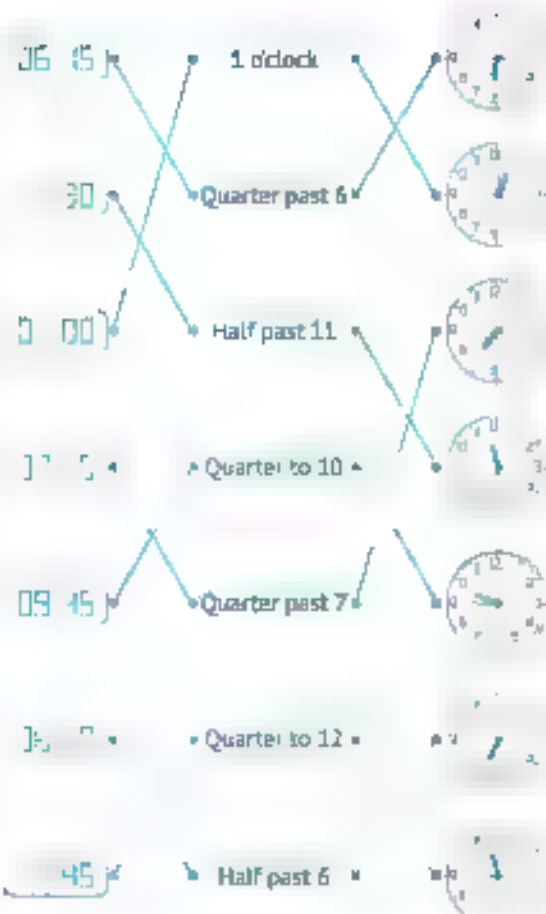
Activity 1



Activity 2



HOME ACTIVITIES



Guide Answers

 <p>02 45 It's quarter to 3</p>	 <p>08 15 It's quarter past 8</p>
 <p>07 00 It's 7 o'clock</p>	 <p>06 30 It's Half past 6</p>
 <p>08 15 It's quarter past 8</p>	 <p>11 45 It's quarter to 12</p>
 <p>11 30 It's half past 11</p>	 <p>09 30 It's half past 9</p>
 <p>03 45 It's quarter to 4</p>	 <p>12 00 It's 12 o'clock</p>
 <p>02 45 It's quarter to 3</p>	 <p>08 15 It's quarter past 8</p>
 <p>03 00 It's 3 o'clock</p>	 <p>01 45 It's quarter to 2</p>
 <p>05 15 It's quarter past 5</p>	 <p>10 00 It's 10 o'clock</p>
 <p>04 30 It's half past 4</p>	 <p>09 45 It's quarter to 10</p>
 <p>08 45 It's quarter to 9</p>	 <p>07 30 It's half past 7</p>
 <p>12 00 It's 12 o'clock</p>	 <p>04 15 It's quarter past 4</p>

Accumulative Assessment

(Up to Lesson 10)

First:


- ☐ 443 ☐ 561 ☐ 80 ☐ 30
☐ 0

Second:

- ☐ 499 ☐ 4 4 ☐ 32
☐ 272 271 270 ☒ triangle

Third:

- ☒ 74 ☐ 42 ☐ 90 ☐ 539
☐ 7 5 ☐ 2 ☐ 6 ☐ 5
☐ 6

 <p>03 45 It's quarter to 4</p>	 <p>07 30 It's half past 7</p>
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Assessment Chapter 6

First:

- ☐ 3 ☐ 1 ☐ 2 ☐ 5
☐ 4

Second:

- ☐ gm ☐ gm ☐ kg ☐ gm

Third:

- ☐ 6 4 = 2kg ☐ 47 + 15 = 42 kg
☐ 1

 <p>It's 12 o'clock</p>	 <p>It's half past 3</p>	 <p>It's quarter past 4</p>
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General Exercises

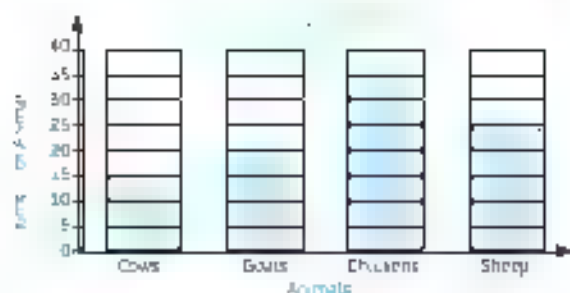


1

First:

a

Animal	Cows	Goats	Chickens	Sheep
Number of Animals	15	20	35	25



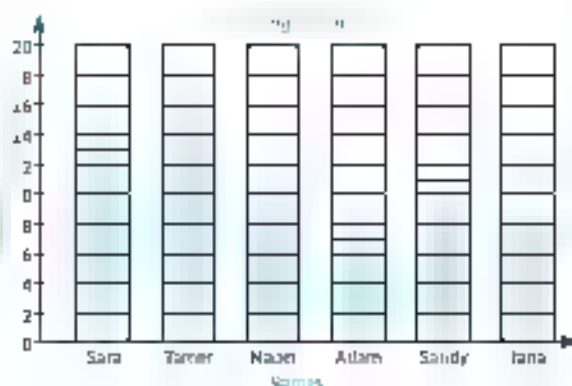
- b a 15 b $20 + 35 = 55$
 c Chickens c Cows

Second:

a

Name	Sara	Tamer	Nader	Adam	Sandy	Jana
Number of Cookies	13	16	10	7	11	8

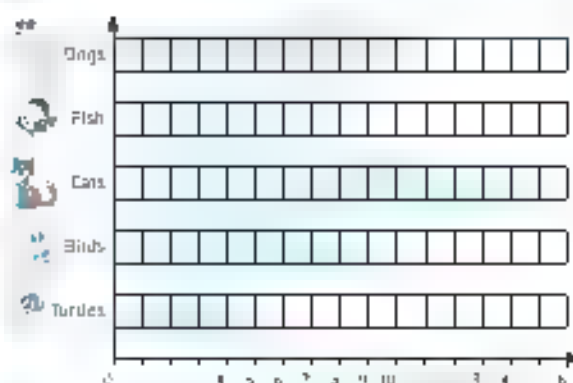
b



- c a < c > c > d >
 b < b <
- d a 16 c 8 c $13 - 7 = 6$
 e $11 - 8 = 3$ e $13 + 10 + 7 = 30$
 f $16 + 11 = 27$ d Tamer
 h Adam

Guide Answers

Third:



Pet	Dogs	Fish	Cats	Birds	Turtles
Number of Students	10	7	16	10	5

- a a = b > c > d >
 e 7 b 10 f 16 10 = 6
 d 10 5 = 5 e $10 + 7 + 16 = 33$
 c $16 + 10 + 5 = 31$ g Cats h turtles

General Exercises



2

First:

- 1 10 2 14 3 16
 4 $8 + 8 + 1 = 16 + 1 = 17$ 5 $1 + 7 + 7 = 1 + 14 = 15$
 6 $1 + 5 + 5 = 1 + 10 = 11$ 7 15 8 16
 9 14 10 7 11 8 12 4
 13 55 14 36 15 65 16 15
 17 $8 + 2 = 4 = 10 + 4 = 14$ 18 $7 + 3 + 1 + 10 + 2 = 12$
 19 $9 + 1 + 5 = 10 + 5 = 15$ 19 12 20 3 = 10 21 3 = 7
 22 $16 - 6 = 10$ 23 10 24 15 25 5 26 2 = 10 27 2 = 8
 28 7 29 5 30 13 31 9
 32 9 33 4 34 16 35 8

Second:

- 1 18 2 7 3 9 4 12
 5 1 6 4 7 4 8 10
 9 14 10 11 11 4 12 8
 13 5 14 17 15 35 16 10
 17 65 18 10 19 17 20 86
 21 10 22 4 23 3 24 9
 25 5 26 9 27 3 28 10
 29 9 30 14

Guide Answers

Third:

1. **a** $1 + 4 + 4 = 1 + 8 = 9$ **b** $1 + 6 + 6 = 1 + 12 = 13$
c $1 + 8 + 8 = 1 + 16 = 17$
 2. **a** 12 **b** 15 **c** 9 **d** 9
 3. **a** $8 + 2 + 3 = 10 + 3 = 13$ **b** $9 + 1 + 6 = 10 + 6 = 16$
c $12 - 2 - 2 = 10 - 2 = 8$ **d** $17 - 7 - 2 = 10 - 2 = 8$
 4. **a** 55 **b** 26 **c** 77 **d** 53
 5. **a** $8 + 9 = 17$ LE **b** $13 - 5 = 8$ oranges
c $5 + 4 + 7 = 16$ pencils **d** $6, 14 - 8 = 6$ pounds
e $15, 8 + 7 = 15$ birds

General Exercises

Chapter 3

First:

1. Tens 2. Ones 3. Hundreds 4. Tens
 5. 100 6. 2 7. 30 8. 0
 9. 403 10. Three hundred nineteen
 11. Four hundred nine 12. Nine hundred twenty
 13. 956 14. 917 15. 208 16. 110
 17. 567 18. 14 19. 806 20. 295
 21. 56 22. 400 23. 3 24. 675
 25. 824 26. 5, 9, 7 27. 9, 5 28. 999
 29. 100 30. 987 31. 102 32. 726
 33. 743, 347 34. 552 35. 449 36. 726
 37. 699 38. 300 39. 500 40. 110
 41. 99

Second:

1. Tens 2. Ones 3. 900 4. 0
 5. Seven hundred eight 6. Nine hundred nineteen
 7. 436 8. 111 9. 808 10. 458
 11. 627 12. 820 13. 607 14. 5
 15. 54 16. 50 17. 8 18. 526
 19. 439 20. 763 21. 650 22. 407
 23. 999 24. 100 25. 850 26. 709
 27. 499 28. 400 29. 300 30. 410

Third:

1. 735, 753, 537, 573, 357, 373
 2. **a** > **b** < **c** > **d** <
e = **f** > **g** < **h** <
i = **j** >

3. **a** 100, 107, 170, 700, 701, 710
b 256, 265, 526, 562, 625, 652
c 5, 50, 500, 505, 550, 555
 4. **a** 910, 901, 900, 190, 109, 100
b 963, 936, 693, 639, 396, 369
c 888, 880, 808, 800, 80, 8

General Exercises

Chapter 4

First:

1. 7 2. 5 3. 4 4. 8
 5. 9 6. 20 7. 47 8. 23
 9. 94 10. 36 11. 8 12. 2, 9
 13. 2, 5 14. 40 15. 30 16. 40
 17. 40 18. 57 19. 94 20. 72

Second:

1. 8 2. 6 3. 9 4. 7
 5. 79 6. 34 7. 4 8. 70
 9. 35 10. 46 11. 50 12. 7
 13. 50 14. 50 15. 60 16. 60

Third:

1. **a** **b** 53 **c** 35 **d** 82 **e** 83
f 50 **g** 34 **h** 38 **i** 7
j 53 **k** 60 **l** 22 **m** 8

a

Tens	Ones

4 Tens + 5 Ones = 45

40 + 5 = 45

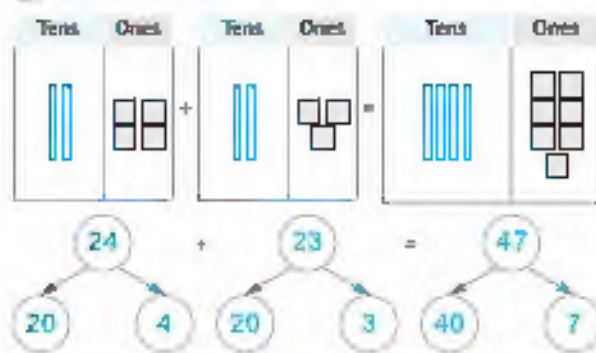
b

Tens	Ones

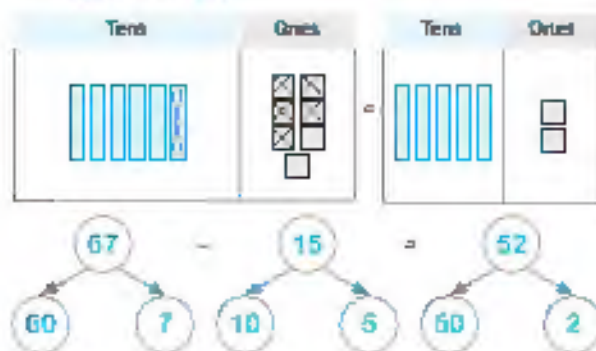
8 Tens + 2 Ones = 82

80 + 2 = 82

24 + 23 = 47



67 - 15 = 52



37 + 25 = 62

49 - 23 = 26

43 + 27 = 70

56 - 14 = 42

Estimation: 53 + 32 = 85

Actual sum: 53 + 32 = 85

The estimate (80) is (closer) or not closer) to the actual sum (85), so the estimate is (accepted) or not accepted).

General Exercises

Chapter 5

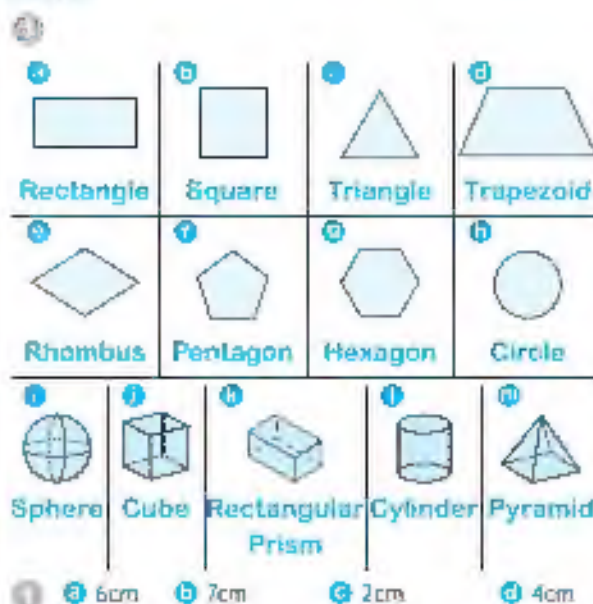
First:

- 1 3, 3
- 2 4, 4
- 3 pentagon
- 4 hexagon
- 5 0
- 6 Square, rhombus
- 7 4
- 8 trapezoid
- 9 6, square
- 10 8
- 11 12
- 12 12, 8, 6, rectangle
- 13 8, 5, 5
- 14 sphere
- 15 cylinder

Second:

- 1 3
- 2 4
- 3 5
- 4 5
- 5 4
- 6 4
- 7 Square
- 8 Triangle
- 9 Rhombus
- 10 12
- 11 5
- 12 25
- 13 12
- 14 6
- 15 8
- 16 5
- 17 2
- 18 0
- 19 5

Third:



General Exercises

Chapter 6

First:

- 1 heavier
- 2 heavier
- 3 lighter
- 4 heavier
- 5 lighter
- 6 lighter

Second:

- Kilograms - kilograms - grams
- Grams - Grams - kilograms

Guide Answers

Third:

- 1 a.m. 2 a.m. 3 p.m. 4 p.m.

Fourth:

 <p>04:30 It's half past 4.</p>	 <p>09:45 It's quarter to 10.</p>
 <p>01:00 It's one o'clock.</p>	 <p>09:30 It's half past 9.</p>
 <p>06:15 It's quarter past 6.</p>	 <p>11:45 It's quarter to 12.</p>

Model 1

First:

- 1 606 2 30 3 735 4 42

5 999

Second:

- 1 Tens 2 790 3 765 4 864

5 12

Third:

- 1 86 2 76 3 51 4 31

5 70

- 1 < 2 > 3 = 4 >

- 5 $45 + 29 = 74$ LE

Model 2

First:

- 1 100 2 710 3 307 4 20

5 6

Second:

- 1 800 2 Eight hundred three 3 978

4 60 5 4

Third:

- 1 208, 280, 288, 820

- 1 < 2 < 3 = 4 >

- 5 Sphere, Triangle, Cylinder, Trapezoid

Model 3

First:

- 1 0 2 3 3 440 4 57

5 <

Second:

- 1 700 2 654 3 95 4 43

5 5

Third:

- 1 506, 560, 566, 605, 650

- 2 $78 - 56 = 22$ LE

- 3 4 3 3

Model 4

First:

- 1 729 2 4 3 = 4 26

5 7

Second:

- 1 226 2 0 3 Ones 4 610

- 5 701, 700, 699

Third:

- 1 521, 512, 125, 152, 215, 251

- 2 greatest number 521 - smallest number 125

- 3 $45 - 21 = 24$ marbles

4

 <p>05:15 It's quarter past 5.</p>	 <p>11:30 It's half past 11.</p>
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Model 5

First:

- 1 23 2 51 3 81 4 21

5 78

Second:

- 1 775 2 102 3 0 4 501

- 5 quarter past 4

Third:

- 1 $42 + 36 = 78$ LE

- 2 $99 - 78 = 21$ LE

11

Day	Saturday	Sunday	Monday	Tuesday
Number of Flowers	20	35	50	40

1. 40

Monday

35 - 20 = 15

Saturday

Model 6

First:

14

ones

1

4

grams

Second:

$9 + 1 + 6 = 10 + 6 = 16$

267

98

rectangular prism

quarter past 4

Third:

$8 + 7 = 15$ L.E.

43

8

41

43

<

<

>

>

Model 7

First:

10

0

70

sphere

a.m.

Second:

$1 + 5 + 5 = 1 + 10 = 11$

765

70

rectangle

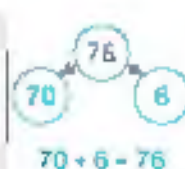
53

Third:

145, 154, 415, 451, 514, 541

6

Tens	Ones
$7 \text{ Tens} + 6 \text{ Ones} = 76$	



It's half past 8

3:45

Model 8

First:

10

336

54

circle

30

Second:

9

573

6, 3

4

110

Third:

<

=

<

<

heavier

lighter

35, 40, 45

Model 9

First:

35

201

8

rhombus

25 gm

Second:

$6 + 4 + 1 = 10 + 1 = 11$

516

798

cylinder

30, 32, 34

Third:

$15 - 7 = 8$

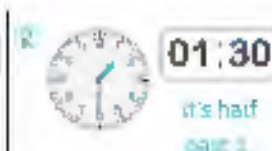
53

88

95

5

6



Model 10

First:

10

987

705

12

6

Second:

$2 + 7 + 7 = 2 + 14 = 16$

Three hundred six

863

sphere

70, 65, 60

Third:

8

50

81

37

90

40

Apples

Bananas $60 + 30 = 90$

$90 - 40 = 50$